DOCUMENT RESUME

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TITLE	Diagnostic Vocational Assessment for Special Needs Student Candidates for Vocational Training.
INSTITUTION	Blackstone Valley Regional Vocational School District, Upton, Mass.
SPONS AGENCY	Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
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IDENTIFIERS	*Special Needs Students; *Vocational Evaluation

ABSTRACT

A project was conducted to bridge the gap between the coneptualized model of vocational evaluation within a rehabilitation framework and the needs of a changing career development model within an educational setting. The project focus was on ascertaining the state of the art of vocational assessment of special needs individuals, then building a viable evaluation model for use within the students' continuum of educational services. This document is the product of the first phase of the study, a search of existing literature and program models, organized into a systematic information storage and retrieval system containing information collected from books, journals, bibliographies, site visits, etc. Section I of the document lists the literature of vocational assessment of special needs. It is divided into eight subdivisions: vocational assessment models; instruments and systems; world of work; instruction; student needs; counseling; administrative issues; and bibliographies. Section II lists and describes instruments and systems. Part 1 of this section contains listings of individual instruments used to assess factors falling into one of five groups: vocational skills; interests; academic skills; behavior/attitudes; and career planning. Part 2 contains listings of the major vocational assessment systems, under the same five headings. Section III provides information on commercial and nonprofit sources of instruments and systems, while Section IV describes programs of vocational assessment in operation in schools, human service organizations, etc. Included are lists of key individuals, results, and preferences. (KC)

ED201750

DIAGNOSTIC VOCATIONAL ASSESSMENTS
FOR SPECIAL NEEDS STUDENT CANDIDATES
FOR VOCATIONAL TRAINING

Blackstone Valley Regional Vocational Technical School
Pleasant Street
Upton, Massachusetts 01568

Robert A. Stodden, Project Director

Funded by Project No. 79-805-605-013-7
Public Law 94-482, Section 131
Division of Occupational Education
Commonwealth of Massachusetts
1979 - 1980

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ABSTRACT

Ck. One:
____ Approved Contract. . . . . State Contract No.: __________
____ In-House. . . . . State Project No.: 79-805-605-013-7

Project Title: Diagnostic Vocational Assessments for Special Needs Students

Project Director: Robert A. Stodden
Organization: Blackstone Valley Regional Vocational Technical School
Address (Include City, Zip, Phone): Pleasant Street, Upton, Massachusetts, (617)-529-7771
Funding Period: December 1, 1980 (From) September 30, 1980 (To)

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OBJECTIVE: This applied research project is one part of a statewide effort to develop a reliable process and procedure that enhances the ability of local school districts to comply with the revised regulations (1978) pursuant to the 502.9 (F) Diagnostic in Chapter 766. This is mandated for all students with Special Needs if occupational education is being considered by the Core Evaluation Team for the student's Individualized Educational Plan. During FY 79 this team will perform research of assessment systems currently in place and plan the establishment of their system. Other school district personnel will be trained in the process and procedure by members of this research team.

PROCEDURES: The Project Researcher will gather together and organize into a usable file system the relevant information and data related to: the relationship among handicapped population and occupational needs; assessment instruments; descriptions of successful centers; forms and profiles of communication devices; and training pathways. Using this information as a base and the demographics of the Assabet and Blackstone Valley areas, the Researcher will develop a model for a diagnostic vocational assessment, which would be pilot-tested in a subsequent project.

Expected Contribution or Potential Impact on Vocational Education: This project will contribute to Vocational Education a way to operate on a sound, informed basis for assessing special needs candidates for vocational training. Toward this end, the Project will develop a model and train local educational personnel in application procedures.

Product(s) to be Delivered: (Indicate type, quantity, and recipients): A written description of the vocational assessment model(s) will be presented to the Task Group and to other interested persons and groups for discussions and approval.

SECTION I

LITERATURE

SECTION I
LITERATURE

The literature section is designed to accommodate a range of references related to the vocational assessment of special needs. Each of the three subsections of the literature section is organized into eight subdivisions. The subdivisions are based on the primary perspectives of each piece of literature. Thus, a journal article which has as its main objective describing a comprehensive assessment model would be classified in subdivision I. Likewise, an article which stresses the use of a particular instrument or technique would be placed in subdivision II. On the other hand, an article which is primarily concerned with an administrative issue, e.g. 94.142 regulations regarding the reliability of vocational instruments, or a student need, e.g. characteristics of a severely handicapped child and implications for assessment, would be appropriately placed in its respective category - in these cases, subdivisions VII and V.

Each subdivision remains open-ended so that additional references may be added as they are identified. Subdivision 8 contains a listing of special bibliographies.

The Subdivisions:

1. VOCATIONAL ASSESSMENT MODELS: Contains a number of conceptual frameworks for assessing special needs students.

2. INSTRUMENTS AND SYSTEMS: Analyses of individual tests and full assessment batteries, from pencil and paper to hands-on work sampling to complete situational assessment.

3. WORLD OF WORK: Emphasis here is on analysis of jobs and work settings into which special needs students may be integrated and out of which may evolve criterion-related assessments.

4. INSTRUCTION: Primarily concerned with training programs which exist for special needs students and special modifications which can be made to accommodate them after initial assessments are made.

5. STUDENT NEEDS: The unique characteristics of special needs students form the starting point for considering assessment.

6. COUNSELLING: Career development aspects of interaction with special education students is emphasized, taking into account the use of data derived through assessment processes.

7. ADMINISTRATIVE ISSUES: Includes a number of issues - legal aspects, planning and evaluation, scheduling problems - which impinge upon assessment services for special needs students.

8. BIBLIOGRAPHIES: Included here are lists of references from a variety of sources, e.g. Stout - Suggested Publications for Developing An Agency Library on Work Evaluation and Work Adjustment.

All references listed in subsection A have corresponding annotated sheets in subsection B. An X in the listing or on the annotated sheet indicates that the reference is available in a corresponding folder in subsection C.

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Purvis, Sharon A. "Congruence of Work-Related Needs and Abilities: Transitional Psychiatric Patients and Normals," Journal of Employment Counseling, Vol. 6, No. 2, pages 64-71. June 1969. EJ005731 CG500508

Smith, Benjamin F. "Potentials of Rubella Deaf-Blind Children." April 4, 1974. 20 pages. ED098760 EC070482

b. Journals

-none-

c. Reports/Papers/Booklets

(X) Kay, Richard S., Brigham Young University. "Self Concept and Classroom Motivation: How to Improve It."

d. Books

Readings in Work Evaluation 1. Materials Development Center, Institute for Vocational Rehabilitation, Stout State University, 1970.

6. COUNSELLING

a. ERIC Entries

Foster, June C., and others. "Guidance, Counseling, and Support Services for High School Students with Physical Disabilities: Visual, Hearing, Orthopedic, Neuromuscular, Epilepsy, Chronic Health Conditions." (Includes State Resource Directory). Technical Education Research Center, Cambridge, MA. 1977. 795 pages.

b. Journal Articles

-none-

c. Reports/Papers/Booklets

-none-

d. Books

-none-

7. ADMINISTRATIVE ISSUES

a. ERIC Entries

Alvir, Howard P. "Evaluating Vocational, Occupational, Technical, Education (VOTE) Programs for the Handicapped on Occupational Education. An Evaluation Guide for Program Managers and Program Evaluators." 1977. 17 pages. ED152832 TM007041

Alvir, Howard P. "Evaluation Items, Null Hypotheses, and Instruments for the Evaluation of Occupational Programs for the Handicapped." 1978. 38 pages. ED152032 EC104160

California State Dept. of Education, Sacaamento. (Bureau for Mentally Exceptional Children). "Selected California Education Code Sections Pertaining to Programs for Mentally Retarded Pupils." February 1, 1974. 24 pages. ED098761 EC070483

Davis, Sharon, and Ward, Michael. "Vocational Education of Handicapped Students: A Guide for Policy Development." Council for Exceptional Children, Reston, VA. 1978. 95 pages. ED159851 EC112160

Halloran, William, and others. "Vocational Education for the Handicapped: Resource Guide to Federal Regulations." Texas A and M Research Foundation, College Station; Texas Education Agency, Austin; Texas Regional Resource Center, Austin. April 1978. 267 pages. ED163747 EC112877

Harris, Zelema, and Eros, Dawn. "Identification, Description, and Evaluation of Vocational Education Programs at the Metropolitan Community Colleges in Kansas City, Missouri." Final Report - Volume 1. Metropolitan Community Colleges of Kansas City, Mo. Division of Planning and Development. August 1978. 190 pages. ED164054 08 CE018868

Harris, Zelema, and Eros, Dawn. "Procedures Manual for the Implementation of a Vocational Curriculum Evaluation Model." Developed at Metropolitan Community Colleges in Kansas City, Missouri. Final Report - Volume II. Metropolitan Community Colleges of Kansas City, Mo. Div. of Planning and Development. August 1978. 112 pages. ED164855 08 CE018869

Hughes, James H., and Rice, Eric. "Needs Assessment Procedure: Mainstreaming Handicapped. Volume I. Final Technical Report." System Sciences, Inc., Chapel Hill, NC. May 1978. 18 pages ED160891 08 CE018406

Hughes, James H., and Rice, Eric. "Needs Assessment Procedure: Mainstreaming Handicapped. Volume II. A Manual for Vocational Education Administrators. Final Report." System Sciences, Inc., Chapel Hill, NC. May 1978. 88 pages. ED160892 08 CE018407

Kiefer, Charles C., and Voelkner, Alvin R. "The Evaluation of Vocational Education Special Needs Programs." April 1975. 20 pages. ED109192 TM004642

Kumar, Vasant. "Handicapped Persons in Wisconsin's Vocational, Technical, and Adult Education Districts: Assessment of Educational Techniques and Identification of Barriers." Wisconsin University, Madison. Wisconsin Vocational Studies Center. July 1977. 97 pages. ED150454 08 CE015124

Moore, Jean J., Ed., and Engleman, Vance S., Ed. "Programming for Handicapped Students at the Secondary Level: Responding to Public Laws: Administrator's Manual." Southwest Regional Resource Center, Salt Lake City, Utah. September 1977. 75 pages. ED146747 EC103051

West Virginia College of Graduate Studies, Institute. "Expanding Options for Handicapped Persons Receiving Vocational Education." June 1976. 231 pages.
ED144334 EC102457

b. Journal Articles

(X) Brolin, Donn, and Wright, George N. "Implementing Rehabilitation Recommendations for the Mentally Retarded," American Journal of Mental Deficiency, Vol. 75, No. 5, 1971, pages 586-592.

Razeghi, Jane Ann, and Davis, Sharon. "Federal Mandates for the Handicapped: Vocational Education Opportunity and Employment," Exceptional Children, Vol. 45, No. 5, February 1979, pages 353-359.

c. Reports/Papers/Booklets

CEC Training: Assessment and Evaluation in Career Education. The Council for Exceptional Children.

Meyer, Judy. "Self-Evaluation Guide for Local Districts for Vocational Education of Handicapped Students " Center for Human Resources, College of Business Administration, University of Houston, Houston, Texas.

(X) "Regulations for the Implementation of Chapter 766 of the Acts of 1972: The Comprehensive Special Education Law."

d. Books

-none-

8. BIBLIOGRAPHIES

(X) "A Selected Bibliography on Work Evaluation" (from Journal of Rehabilitation, January-February 1970).

(X) "Bibliography: Vocational Education" (mimeographed annotated bibliography primarily from ERIC).

(X) "Bibliography on Vocational Education and Special Needs" compiled from:

1. Career Education: A Dissertation Index
2. Research and Development Projects
3. Exceptional Child Education Resources

(X) "Career and Vocational Education for Handicapped Learners: Three Papers (ERIC Clearinghouse on Adult, Career, and Vocational Education)

(X) "References," pp. 94-105 from Robert Stodden's dissertation.

(X) Suggested Publications for Developing An Agency Library on Work Evaluation and Work Adjustment, Stout Vocational Rehabilitation Institute, Materials Development Center, University of Wisconsin-Stout, Menomonie, Wisconsin, March 1978.

(X) Work Evaluation and Adjustment, An Annotated Bibliography, 1974 Supplement. University of Wisconsin-Stout, Materials Development Center).

1. Vocational Models

ERIC

ED165406 EC113350

Conducting Employer Follow-Up. Instructor's Guide 9.

Albright, Len

Illinois Univ., Urbana. Bureau of Educational Research.

78 17p.; A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education; For related information, see EC 113 341-349

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Grant No.: G007604635

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Language: English

Geographic Source: U.S./ Illinois

Part of a resource package designed to assist local education agency personnel in improving the quality of instruction and supportive services to special needs students enrolled in vocational education programs, the last of nine instructor guides suggests several procedures for organizing and implementing an employer followup. It is explained that by collecting employer feedback on former student job performance and feedback from the former student, both the vocational instructor and the support services personnel have a strong basis for determining future student and program needs. Included are sample survey forms. (SBH)

ED165405 EC113349
Conducting Student Follow-Up. Instructor's Guide 8.
Albright, Len; Fabac, John
Illinois Univ., Urbana. Bureau of Educational Research.
78 20p.; A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education; For related information, see EC 113 341-350
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Grant No.: G007604835
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Illinois

Part of a resource package designed to assist local education agency personnel in improving quality of instruction and supportive services to special needs students enrolled in vocational education programs, the eighth of nine instructor guides presents procedures for conducting a followup of students who have completed the vocational program and who are engaged in work and/or continued training. It is explained that information collected from learner followup should provide the instructor with a reading on the student's level of work adjustment and point out areas within the instructional program which may need to be strengthened. Example documents include a former student interview guide, a sample former student followup questionnaire, and a summary report form on the followup of former special needs students. (SBH)

ED165399 EC113343
Procedures for Identifying Students with Special Needs.
Instructor's Guide 2.
Albright, Len
Illinois Univ., Urbana. Bureau of Educational Research.
78 18p.; A System for the Identification, Assessment and
Evaluation of the Special Needs Learner in Vocational
Education; For related information, see EC 113 341-350
Sponsoring Agency: Bureau of Occupational and Adult
Education (DHEW/OE), Washington, D.C.
Grant No.: G007604835
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Illinois

Part of a resource package designed to assist local education agency personnel in improving the quality of instruction and services to students with special needs enrolled in vocational education programs, the second of nine instructor guides examines the process of identifying and referring the student who is having difficulty adjusting to the instructional program. Steps for determining the local education agency's procedures for student identification and referral are suggested, and guidelines for developing such procedures are presented. Included are a complete form and an outline on district procedures for identifying students with special needs, completed and blank student referral forms, federal guidelines for identifying disadvantaged and handicapped persons, and federal definitions of handicapping conditions. (SBH)

ED165400 EC113344
Strategies for Assessing the Student's Present Level(s) of
Performance. Instructor's Guide 3.
Albright, Len
Illinois Univ., Urbana. Bureau of Educational Research.
78 (55p.; A System for the Identification, Assessment and
Evaluation of the Special Needs Learner in Vocational
Education; For related information, see EC 113 341-350
Sponsoring Agency: Bureau of Occupational and Adult
Education (DHEW/OE), Washington, D.C.
Grant No.: G007604835
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Language: English
Geographic Source: U.S./ Illinois

Part of a resource package designed to assist local
education agency personnel in improving the quality of
instruction and supportive services to students with special
needs enrolled in vocational education programs, the third of
nine instructor guides examines four different strategies for
assessing the student's levels of vocational-educational
performance at the time of entry into the vocational education
program. It is explained that the performance information
serves as the foundation for customizing the learner's
instructional program. Also included are suggestions on: (1)
the personnel to be involved in collecting learner performance
information, (2) the kinds of information to be collected, (3)
the timeline for collecting learner performance data, and (4)
compilation of this information for reporting purposes.
Example documents include a summary report on student's
cumulative record, a career competence interview guide, a
student performance evaluation form, a behavior observation
record, and directions for completing the learner profile.
(SBH)

ED090738 EC061843
Mobile Unit to Provide Vocational Evaluation for Handicapped Children. Final Report.
Baltimore County Board of Education, Towson, Md.
73 131p.
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.
Bureau No.: RD-3225
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

Presented is the final report of a 3-year project (1970-73) to provide vocational evaluation in a mobile unit for the 330 intellectually limited students in grade 10 special classes in the Baltimore County schools. Main project aims are given to be evaluation at home schools and subsequent development of recommendations for using school and community resources to help students attain economic independence. The literature on vocational improvement is reviewed, and investigations of mobile units are summarized. Described are the county, school system, special curriculum students, and community services. Service delivery by the mobile unit is seen to have included aspects such as unit design and preparation for arrival at schools. Explained is the evaluation system which involved sequential exploration of the student's history, level of functioning, and career potential through psychometric tests and work samples on five Tower system tasks (clerical work, electronics assembly, [illegible], sewing, and workshop assembly). Among findings reported are significantly consistent, uniform, and standardized assessment in the mobile unit; improvement in student self concept due to individual appraisal of potential combined with recommendations; parents' approval of the evaluation; and extension of the evaluation to include all types of students. (Given in appendixes that consist of almost half the document are descriptions of program components, a profile of student characteristics, and representative evaluation forms.) (MC)

Brolin, Donn. "Vocational
Evaluation: Special Education's
Responsibility." *Education +
Training of the Mentally
Retarded*, pp.12-17.

CONTENT

1. Voc education must be integral part of curriculum for educable retarded students.
2. Voc Eval Procedure
    a. Clinical assessment
        1. medical assessment
        2. social assessment
        3. educational assessment
        4. psychological assessment
    b. Work Evaluation
        1. intake + other counseling interviews
        2. interest, dexterity, + other standardized voc tests
        3. work + job samples
        4. situational assessment
    c. Work Adjustment
    d. On-the-job tryouts
3. Voc Eval Model
    a. Minnesota Theory of Work Adjustment provides systematic framework for operating voc eval + placement prog
        1. When indiv's abilities correspond to abilities required to do job, there is "satisfactoriness".
        2. When indiv is happy about his job, that is "satisfaction".
        3. When both "satisfactoriness" (indiv can do job) + satisfaction are present, there is work adjustment + job stability.
    b. Measuring components
        1. Abilities - GATB, Purdue Pegboard, work samples, situational assessment, on-the-job tryouts, + other voc aptitude tests + clinical assessments.
        2. Ability Requirements - *DOT*, Job analysis, *Guide to Jobs for Mentally*

Brolin, Donn. "Vocational
Evaluation: Special
Education's Responsibility."
(continued) #2

CONTENT
Retarded, and Occupational Adjustment Patterns (US Dept of Labor) 3. Needs - Minnesota Importance Questionnaire (MIQ), interest inventories, personality measures, expressed needs, + past history 4. Reinforcer System - DOT, job analysis, Occupational Reinforcer Patterns (ORPs) (Borgen, Weiss, Tinsley, Dawis, + Lofquist, 1968)

ED102307# CE003004
Proceedings of the Decatur Seminar; November 1971.
Fry, Ronald, Ed.; And Others
Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
Nov 71 80p.
Available from: Materials Development Center, Department of Rehabilitation and Manpower Services, School of Education, Wisconsin-Stout, Menomonie, Wisconsin 54751 ($2.00)
Document Not Available from EDRS.

The purpose of the seminar was to explore and exchange ideas on the evaluation process by providing a forum for the description of seven of the more highly developed client evaluation programs serving Illinois' handicapped clients: the Decatur Evaluation Center, the Employment Training Center, Goodwill Industries of Chicago and Cook County, Jewish Employment and Vocational Service of St. Louis, the Jewish Vocational Service, the Kennedy Job Training Center, and Socialized Services, Inc. Program descriptions offer an overview, and focus on philosophy, staffing, selection of clients, intake services, methods of client evaluation, reporting, and placement. A major conclusion of the seminar is that staff, in terms of commitment, energy, creative imagination, and expertise, was the critical element in the client evaluation process. Appended materials are included with each program description, providing sample forms, reports, and tests. (MW)

ED073301 VT019085
Vocational Assessment and Work Preparation Centres for the Disabled.

International Labour Office, Geneva (Switzerland).
70 100p.
Report No.: D-15-1970
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

The purpose of this manual is to provide a basic guide for governments and other organizations in developing countries who want to either establish vocational assessment and preparation centers or develop training facilities for disabled persons. Contents include: (1) Establishing a Vocational Assessment and Work Preparation Center, (2) Staffing Requirements, Staff Selection, and Duties, (3) Workshop Organization and Procedures, (4) Identification and Selection of Rehabilitees, (5) Case Conference Procedure, and (6) Vocational Training of the Disabled. Appendices providing more detailed information supplement the text. (Author/SN)

EJ017305 CG501271
Assessing Work Potential of the Handicapped in Public School
Moracnnik, Donald
Vocat Guidance Quart, 18, 3, 225-229 70 Mar

Discusses importance of seeking out potential strengths of handicapped, providing specialized testing, consulting and counseling parents, providing exploratory work experience, realistically appraising local labor market, communicating with local agencies in effort to establish workable training programs for handicapped. (CJ)

ED052342 VT013389

Handbook for Evaluating Disadvantaged and Handicapped Students for Planning Occupational Education Programs.

North Carolina State Board of Education, Raleigh. Dept. of Public Instruction.

Feb 70 43p.

Available from: Division of Occupational Education, N.C. Dept. of Public Instruction, Education Building, Raleigh, North Carolina 27602 (Single Copies without charge)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This handbook is intended for public school educators who are attempting to identify students with special educational needs, diagnose specific causes, and plan programs to meet these unique needs. To help in the evaluation of disadvantaged and handicapped students, the document presents a descriptive list of conditions and characteristics of these students, suggested procedures for evaluation, sources of information to be used by the evaluation committee, and basal instruments. (GB)

ED154186 CE015927

Guidelines for Establishing a Vocational Assessment System for the Special Needs Student.

Scelfo, Joseph L.; Henry, William C.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Apr 78 54p.

Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.: SP-453

Available from: New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.00, plus postage)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This manual presents guidelines for vocational education administrators and evaluators on how vocational evaluation can be integrated into career education and how it ties in with the mandates of federal legislation concerning the handicapped. Beginning the manual, a philosophy of vocational assessment is offered followed by a discussion of the relevancy of vocational assessment to career development. Next, the major methods of vocational assessment and the criteria for selecting a vocational evaluation system are examined. A comparison for selecting five evaluation systems using educational variables is then presented in chart form from both the administrator's and evaluator's perspective. Following this information are sections on setting up, staffing, and operating the vocational assessment unit. Also included is a section on writing the vocational evaluation report. The future of vocational assessment is analyzed in the final section. A bibliography and a glossary of terms conclude the manual. (JH)

Vocational Models:

Journal Articles

(X)

Hoffman, Paul R., Ed.D.,
and Corthell, David W.,
Ed.D. "Evaluation: A
Critical Response."
Rehabilitation Record,
September-October 1973,
pp.25-28.

CONTENT

1. Voc eval = comprehensive process that systematically utilizes work, real or simulated, as the focal point for assessment and voc exploration, the purpose of which is to assist indivs in voc development.

2. Work adjustment = treatment/trng process utilizing indiv + group work, or work-related activities to assist indivs in understanding the meaning, value, + demand of work; to modify or develop attitudes, personal characteristics, + work behaviors; and to develop functional capacities, as required, in order to assist indivs toward optimum development.

3. Voc eval is needed prior to any work adjustment prog in order to develop planned prog of work adjustment.

4. Authors question previous article by Olshansky on the basis of:

   a. conceptualization or theoretical base
   b. specific issues
   c. the writing strategy.

5. Above two definitions as well as comment on voc eval being needed prior to work adjustment prog are points where authors challenge Olshansky (these are authors' definitions). Additional detail on the 3 areas challenged is in the article.

(X)

Huber, Charles H. "Career
Planning with Mildly Retarded
Students: A Model for School
Counselors," The Vocational
Guidance Quarterly, March 1979,
pp. 223-227

CONTENT

1. Article presents a career assessment model for use w/ mildly retarded students.
2. With proper framework + tools, school counselors should be able to employ skills they now possess to provide needed career info to this population.
3. Model
   a. Instrumentation
      1. Interests: Reading-Free Voc Interest Inventory (R-FVII)
      2. Needs: Form S of Minnesota Importance Questionnaire (MIQ)
      3. Aptitudes: General Aptitude Test Battery (GATB) for which reading level must be 7th grade, or The Non-Reading Aptitude Test Battery (NATB)
         - 2 paragraphs on NATB in article -
      4. Personal Skills: Social + Prevoc Info Battery (SPIB)
   b. Implementation
      1. counseling interview after standardized testing
      2. matching students' values + capabilities w/ corresponding career environments.

Kulkarni, M.R. "Vocational Assessment and Training of the Mentally Retarded: A Review of the Program Development at the B.M. Institute of Mental Health in India." reprint (1978) from American Association on Mental Deficiency.

CONTENT

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1. Describes voc assessment + trng prog developed by Research + Demonstration Project for Rehab Assistance to mentally retarded youth, jointly sponsored by BM Institute + Rehab Service Admin (RSA) of HEW.
2. Method of voc assessment evolved by project is presented in full article.
3. Detailed description of 4 phase voc trng prog based on Work Personality Development approach is given.
4. Voc assessment + trng prog for severely mentally retarded youths who need development + assessment of psycho-social skills required for work skills, habits, attitudes, etc.
5. The 3 components of employability are:
    a. workability
    b. adjustability
    c. placeability

   Developed simultaneously in the retarded person, they lead to a growth of employability. This growth takes place by exposure of the retarded person to a work environment of the rehabilitation workshop, wherein the workshop supervisors, the co-workers, the social group, and the family are used to bring about the desired change.

Parnicky, Joseph J., Ph.D.
"Rehabilitation of the
Mentally Retarded Youth in
State Institutions"

CONTENT

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1. Author describes project just underway (at that time) at Johnstone with following objectives:
    a. to develop within framework of an evaluation, training, + placement prog for EMR youth a predictive lattice which will permit use of quantified evals, from any phase of prog to predict performance at any subsequent phase, +
    b. to measure effect of controlled variations within eval + trng phases of prog on voc adjustment of the experimental population + on the prognostic adequacy of selected predictors.
2. Author details 5 phases of project + the instruments to be used in each phase.
3. Concludes that no less than 4 yrs will be needed for the project which "hopefully" will:
    a. provide more valid approach to selection of desirable candidates for voc trng;
    b. provide new reading-free instrument, measuring voc interest + sophistication, designed for +validated on mentally retarded
    c. provide objective eval of group counseling's contribution to voc success of mentally retarded students, +
    d. provide firmer base for future programmatic research in voc adjustment of mentally retarded youth.

(X)

Pruitt, Walter A. and
Longfellow, Richard E.
"Work Evaluation: The
Medium and the Message."
Journal of Rehabilitation
January-February 1970, pp.
8-9.

CONTENT

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1. People referred for work eval for many reasons:
   a. Developmental problems
   b. Attitudinal problems
   c. Readiness problems
   d. Role problems
2. Work eval process must first focus upon meaning of work to indiv client before it can come to grips with such concepts as work potentiality, matching worker traits w/ job requirements, or facilitating voc choice.

Roberts, Charles L. "Definitions, Objectives, + Goals
in Work Evaluation." *Journal
of Rehabilitation*, January-
February 1970, pp.12-15.

CONTENT

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1. Article based on issues discussed at Stout State Univ. Conference on Work Eval in March 1969.
    a. Definitions given of numerous terms used within vocational eval
    b. Goals + objectives of voc eval discussed in depth.

Sankovsky, Ray. "Toward A Common Understanding." *Journal of Rehabilitation*, January-February 1970, pp.10-12.

CONTENT

1. Voc Eval Model
   a. Components
      1. Physical
      2. Psycho-social
      3. Vocational
   b. Voc eval = process of
      1. Establishing criteria + voc goals
      2. Collecting info regarding voc potential
      3. Analyzing info regarding voc potential
      4. Decision-making on potential voc goals + predicting outcome.
      5. Determining effectiveness of eval process by feedback obtained thru follow-up.

   Details on each of the above in the article.

Vocational Models:

Reports/Papers

CEC Training: Assessment and Evaluation in Career Education, The Council for Exceptional Children

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CONTENT

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1. Federal requirements related to assessment of special needs learners (pp.7-11).
2. A Comprehensive System for Assessment and Evaluation (pp.12-25)
   - Phase I: Pre-Assessment
   - Phase II: Formative Assessment
   - Phase III: Summative Assessment
   - Phase IV: Ultimate Assessment
3. Assessment of Occupational Needs (pp.26-31): job cluster info
4. Preassessment/Strategies for Assessing Present Level of Performance (pp.33-54): collecting info concerning special needs students in voc ed prog, including performance sample w/ eval form
5. Individualized Vocation Plan (pp.55-58): sample
6. Assessment strategies (pp.59-62): forms for assessment
7. Follow-up Assessment Strategies, including:
   a. sample student follow-up questionnaire w/ sample cover letter
   b. sample employer follow-up surveys (specific + general)

(X)

Paper: "Prevocational
Evaluation of the Handicapped
Adolescent" by Gary M.
Clark, University of
Kansas

CONTENT

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1. Four approaches to eval of work potential:
    a. Mental Testing Approach (discussion of intelligence tests, academic achievement tests, aptitude tests, personality tests, general adjustment instruments, interest inventories)
    b. Job Analysis Approach (discussion of task analysis of jobs)
    c. Work Sample Approach (discussion of advantages + disadvantages of this approach, some discussion of specific instruments: TOWER, JEVS, Singer, WREST, Thomosat System, + McCarron-Dial).
    d. Situational Approach (job tryout or work trial - discussion)
2. Behavioral Analysis: An Emerging Approach
3. Medical Appraisal + Eval

Paper: "Occupational Education for Severely Handicapped Students: Assessment + Implementation" by Tim Crowner

CONTENT

1. Paper based upon operating prog in Madison, Wisconsin, exemplary due to the precision, completeness, + cooperation involved in developing IEPs.
2. Section on recent research concerning voc preparation of severely handicapped persons.
3. Steps in assessment process
   a. Initial assessment
   b. General assessment strategies
   c. Occupational assessment strategies
   d. Assessment tools
   Details on each in article.
4. Indiv education plans should be written, implemented, + evaluated.

Paper: "Career/Vocational
Evaluation of the Handi-
capped Individual: A Multi-
disciplinary School Based
Model" by Robert A. Stodden,
Joseph Casale, + Robert N.
Ianacone

CONTENT

1. Current objectives of voc eval progs for handicapped indiv need to develop more demonstratively useful info rather than further prediction. Effort must be directed toward participation in and coordination of the "whole" career/voc preparatory process of handicapped indiv in a developmental + systematic manner.

2. A Multidisciplinary Model (shown in Figure 1 of paper)
    1. Work eval readiness (assessment + remediation of appropriate interaction + awareness behaviors)
    2. Eval of community employability needs + indiv work behaviors (interaction of evaluated behaviors necessary for successful job placements in community + students' assessed work behaviors + abilities)
    3. Post-eval application of assessment info for programming + placement (academic + voc programming + placement w/ continued follow-up + assistance).

   Recyclable feature of proposed model allows for easy movement of student within and among stages, with appropriate referrals as necessary, if readiness skills for a specific task have not been attained.

3. More details on multi-disciplinary model in paper.

Paper: "Work Evaluation +
. Adjustment Services"
Chapter II

CONTENT

General descriptions of Work Evaluation and Adjustment Services

1. Work Evaluation: definition, purpose, procedure, process, eval report
2. Adjustment Services: definition, purpose, procedures, eval

Paper: "Work Evaluation -
Fact Sheet"

CONTENT

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1. Definition of term Work Eval
2. How Work Eval is accomplished
3. Where Work Eval progs are typically located

(X)

Chart: Work Evaluation-
Work Exploration
Process

CONTENT

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chart of a work evaluation - work exploration process from Case Referral from Voc Rehab Counselor thru continuation of voc decision-making process

Vocational Models:

Books

Goldenson, Robert M., ed.;
Dunham, Charlie S., assoc.ed.
*Disability and Rehabilitation
Handbook.* New York: McGraw-
Hill Book Company, 1978.

CONTENT

1. Chapter 7, "Vocational Rehabilitation", pages 67-87.
    a. Summary of process of voc rehab thru Div of Voc Rehab (DVR) office, State of Connecticut.
    b. Eligibility for acceptance as client for voc rehab thru DVR is based on:
        1. presence of physical or mental disability which results in substantial handicap to employment,
        2. reasonable expectation that voc rehab services may benefit indiv in terms of employability
2. Author mentions New England Village, Pembroke, MA (community for retarded)
    a. occupational program divided into 3 phases
        1. evaluation, to enable indiv to pursue employment in keeping w/ his abilities + interests;
        2. trng, to help develop required skills, work attitudes, interpersonal relationships
        3. paid work on several different ability levels

Dahl, Peter R., Appleby,
Judith A., and Lipe, Dewey.
Mainstreaming Guidebook for
Vocational Educators: Teachin
the Handicapped. Salt Lake
City, Utah: Olympus Publishin
Company, 1978.

CONTENT

1. Chapter 4, pp. 103-138 "Assessing the Individual Handicapped Student"
    a. Voc assessment defined for purposes of this book as -
        1. comprehensive process conducted over period of time,
        2. involving multidisciplinary approach,
        3. with purpose of identifying indiv characteristics as well as education, training, and placement needs.
        4. Provides educators the basis for planning indiv's prog.
        5. Provides indiv w/ insight into his/her voc potential.
    b. Voc. assessment is a continuing, ongoing process. Although concentrated period of assessment typically occurs, student needs to be re-evaluated frequently as he/she progresses thru the prog.
    c. Student should be reviewed for gains + improvements in each of assessment areas, w/ ultimate goal of minimizing need for special services.
    d. Purpose of voc assessment is not to serve as selection + classification process but rather to aid educators in identifying + providing for each student's particular needs.
    e. Student should be actively involved in process.
    f. Assessment process should include at entry into voc prog:
        1. personal interview w/ student
        2. collection of background info gained thru school records + supplemental reports (medical, psychological, educational, social data)
        3. psychometric + basic skills testing
        4. work sample assessment
        5. behavioral observations

Dahl, Peter R., Appleby,
Judith A., and Lipe, Dewey.
Mainstreaming Guidebook
(continued)

CONTENT

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g. Formal assessment info should be developed into IEP.

2. Chapter includes general description of what an assessment process should include, with a few paragraphs on TOWER, JEVS, SINGER/GRAFLEX systems. Also gives sample voc assessment summary reports .

Readings in Work Evaluation 1.
Materials Development Center,
Institute for Vocational
Rehabilitation, Stout State
University, 1970.

CONTENT

1. collection of articles pertinent to work eval
2. Articles include:
    a. The Professional in Vocational Eval (Speiser)
        1. reviews various factors which influence roles + involvements of professionals in voc eval
        2. some factors: environment, goals, concepts, techniques, + personal characteristics of voc evaluators
    b. Clinical Assessment, Human Ecology, + Social Responsiveness in Voc Rehabilitation: The Psychologist's Dilemma (Buddenhagen)
        1. Psychological assessment cannot be complete in the absence of procedures permitting candidate to demonstrate capabilities in actual situation for which placement is being contemplated. Paper-pencil psychodiagnostics should be eliminated.
        2. As soon as functional analysis is included, whatever else was contained in assessment is likely rendered superfluous.
        3. Also, an assessment must contain a specific number of definable tests or procedures so that everyone involved will understand what constitutes a "complete" assessment.
        4. Rehabil. agencies should spend money on activities not so much for the purpose of screening as for the purpose of discovering strengths + weaknesses + providing training for the elimination of the latter.
        5. Author believes that money now spent on paper + Pencil psychodiagnostics in name of complete psychological assessments

CONTENT

could be better spent in arranging for functional or ecological analyses, i.e., in analyzing candidate's performance in situations closely resembling his proposed future ecology.

6. Author: At present, successful voc rehab depends not so much upon finesse of rehab agencies to train + place candidates in profitable + productive positions as it does upon finesse of agency to exclude high risk candidates.

c. Voc Eval in the Public Schools (Krantz)
   1. general discussion of voc eval, also voc eval/special ed/voc ed/disadvantaged youth.
   2. Section on present issues in voc eval
   3. Voc eval in public schools in Minnesota - illustrations of programs
   4. Section on Future Issues

d. Voc Eval w/ Mentally Ill Clients (Cubelli)
   1. Factors influencing voc eval of mentally ill
   2. Voc eval of mentally ill demands attention to subjective social + psychological forces which constitute disorder. Attitudes of rehab workers critical in this process.
   3. Since attitudes are influenced by administrative considerations, it becomes essential that administrators of organizations providing rehab services understand + accept realities involved.
   4. Within such an environment, mentally ill have best opportunity to attain maximum functional levels by constructive use of growing sophistication among rehab workers in voc eval.

CONTENT

e. Special Problems in Voc Eval of the Deaf (Walker)
   1. In addition to client's intelligence, educational level, voc aptitude + interests, + personal + social adjustment, factors of language ability + communication ability + skills must also be measured for deaf.
   2. This article deals with factors of personal + social adjustment + factor of communicative skill since these often cause a work evaluator special problems + often are not covered in process of work eval.
   3. Evaluator must recognize necessity of determining how well or how poorly a deaf client relates to + gets along w/ his/her fellow workers, peers in social setting, + family members.
   4. Since there is relationship between communication + job stability, work evaluator should be prepared to indicate how well a person communicates w/ his supervisors + fellow workers. Indiv's ability to communicate + receive communication must be evaluated.
   5. Whole person must be appraised.

f. The Validity of Pre-Vocational Eval Predictions in the Community Workshop (Handelsman)
   1. Article is a report on validity of a "work-sample" program intended to improve assessment of voc potential of disabled clients.
   2. Article includes description of work-sample prog, procedure of study, results, + discussion.
   3. This follow-up study investigated the accuracy of pre-voc eval predictions as they related to post-Workshop job adjustment.

CONTENT

4. Actual outcomes were viewed in terms of voc adjustment which in turn was based upon employment.
5. Major findings: 41% of clients achieved successful adjustment into private employment.
6. Pre-voc eval predictions made at conclusion of prog were substantiated by follow-up results.
7. Intelligence + previous work experience were significantly associated with successful post-Workshop job adjustment.

g. The Role of the Courtesy Counselor in a Work Eval Ctr (Hansen, Ed.D.)
   1. To help meet + solve many of problems between rehab counselors + work evaluators, a courtesy counslor should be stationed at the work eval ctr where voc eval + work adjustment is taking place.
   2. Courtesy counselor can:
      a. facilitate communication;
      b. be identified w/ rehab prog as its representative
      c. participate within both agencies
      d. be involved w/ staff development
      e. be involved w/client for counseling.
      f. assist rehab counselor in planning of placement of clients
      g. be focal point in helping referring rehab counselor channel appropriate clients into rehab ctr.
      h. supervise interns.

CONTENT

h. Report Writing in Voc Eval (Coffey)
  1. Need for standardized method of reporting
  2. Order + planning necessary in report
  3. Effective voc eval report is logical, well-planned, carefully written means of communicating vital voc info about a client.
  4. Article addresses principles, content, efficiency, structure, formulation of a voc eval report as well as problems.

Vocational Evaluation + Work Adjustment (A Book of Readings), Materials Development Center, Department of Rehabilitation and Manpowe Services, University of Wisconsin-Stout, Menomonie, Wisconsin

CONTENT

1. This edition of readings intended to serve as supplementary reading for students + practitioners in rehab + related fields, + to provide background in philosophy, technology + methodology of voc eval + work adjustment.

2. Articles include:

PHILOSOPHY OF VOC EVAL
1. The Principles of Voc Eval
2. Problems in Measuring Capacity + Performance
3. Problems of Work Eval
4. Client Eval in Habilitation Process

PSYCHOLOGICAL TESTING
1. Testing Handicapped Clients
2. Testing Job Applicants from Disadvantaged Groups
3. Intelligent Testing

JOB-MAN ANALYSIS
1. Evaluation Criteria: An Essential Precursor to Systematic Voc Eval
2. Development of an Elemental Motion Analysis for Man-Work Matching in Voc Rehab + Placement
3. Job Analysis + Voc Eval of Mentally Retarded
4. Development of a Behavior Taxonomy for Describing Human Tasks: A Correlational-Experimental Approach

JOB-WORK SAMPLE
1. Client Evaluation: Work Task Approach
2. Do Work Samples Work?
3. The Essentials of Work Eval
4. Use of Actual Job Samples in Prevoc + Work Eval Units

Vocational Evaluation +
Work Adjustments(A Book of
Readings
(continued)

#2

CONTENT

SITUATIONAL ASSESSMENT
1. The Voc Adjustment Shop
2. The Workshop as a Clinical Rehab Tool
3. New Horizons in Workshop Research

WORK ADJUSTMENT
1. A Conceptual Framework for Work Adjustment Training
2. A Model for Establishing Therapeutic Work Conditions
3. Occupational Aspects of Work Adjustment
4. The Concept of Reality as Used in Work Eval + Work Adjustment
5. The Minnesota Studies in Voc Rehab

CLIENT, COUNSELOR, AND EVALUATOR
1. Work Eval
2. The Significance of Evaluee-Evaluator Relationship
3. Some Work Types Met in Work Eval
4. The Rehab Counselor in the Eval Process

REPORT WRITING
1. Characteristics of a Desirable Psychological Report to the Voc Counselor
2. Writing Work Eval Reports - Chore or Challenge?
3. Voc Reporting in the Voc Rehab Process
4. The Psychological-Voc Eval Report: Reciprocal Referral Responsibility

2. Assessment Tools:

ERIC

Alcorn, Charles L., and Nicholson, Charles L. "A Vocational Assessment Battery for the Educable Mentally Retarded and Low Literate," Education and Training of the Mentally Retarded, Vol. 10, No. 2, pages 78-83. April 1975.

CONTENT

ED152832 TM007041

Performance of Selected Disability Groups on the Micro-TOWER Work Sample Evaluation.

Backman, Margaret E. Evaluation.

Mar 78 11p.; Paper presented at the International Conference of the World Federation of Occupational Therapists (7th, Jerusalem, Israel, March 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

The Micro-TOWER System of Vocational Evaluation includes work samples for assessing vocational skills, presentations of occupational information, behavioral observations, and group discussions focusing on vocational goals and related concerns. It has been field tested on over 1,200 persons at eighteen sites, including rehabilitation facilities, psychiatric hospitals, correctional facilities, and a school for the mentally retarded. Thirteen work sample tests are designed to measure five skill areas: Verbal (Want Ads Comprehension, Message Taking), Numerical (Payroll) Computation, Making Change), Motor (Bottle Capping, Packing, Electronic Connector Assembly, Lamp Assembly), Spatial (Blueprint Reading, Graphics Illustration), and Clerical Perception (Mail Sorting, Filing, Zip Coding, Record Checking). This report presents data comparing the performance of a variety of special disability groups to the performance of the general rehabilitation group, which includes all of the individuals who participated in the field testing. Performance data are summarized for groups of the physically disabled, emotionally disturbed, educable mentally retarded, brain-injured, adult offenders, ex-alcoholics, Spanish-speaking, visually handicapped, and deaf. (Author/BW)

Burke, Donald A., and Sellin, Donald F. "Self Concept of Ability As A Worker Scale," *Exceptional Children*, Vol. 39, No. 2, pages 145-151. October 1972.

Burke, Donald A., and Sellin, Donald F. "Measuring the Self Concept of Ability As A Worker," *Exceptional Children*, Vol. 39, No. 2, pages 126-132. October 1972.

CONTENT

The first of these articles is a reproduction of the scale itself, which the authors describe as a "diagnostic tool". See Section II, Part 1 (Attitudes/Behavior) for a copy. The scale consists of 31 items divided into six sections:

Section I - Warm-up six items
Section II - Significant Others (items 1-3)
Section III - Self Concept of Ability As a Worker: General (4-16)
Section IV - Perceived Self Concept of Ability As a Worker: Parents (17-21)
Section V - Perceived Self Concept of Ability As a Worker: Friend (22-26)
Section VI - Perceived Self Concept of Ability As a Worker: Teacher (27-31)

The second article is a presentation by the authors of the scale of evidence supporting the statistical reliability and internal consistency of the instrument.

The reliability of the scale was determined through test-retest measures at 30 days. Contingency coefficients were calculated. The author found that:

(1) on items 1-3 where the student has to name significant others, a statistically significant number remained the same on retest.

(2) on items 12-16 which require categorical responses, retest responses also were significantly the same.

(3) for items 4-11, eight basic questions about self concept of ability as a worker, responses were significantly the same, a .807 coefficient.

(4) for items 17-31 the contingency correlation broke out as follows.
  (a) Perceived Self Concept of Ability As A Worker: Parents (items 17-21) .742
  (b) Perceived Self Concept of Ability As A Worker: Friend (items 22-26) .646
  (c) Perceived Self Concept of Ability As A Worker: Teacher (items 27-31) .662

To measure internal consistencies, the "utility of individual items contained in the scale", the authors looked at the relationship of specific items to the total test score. A measure of "reproducibility," the phi coefficient was calculated.

Items 4-11 and 17-31 were subjected to this analysis. The phi coefficients for these items are listed here:

4 (.475)
5 (.492)
6 (.544)
7 (.483)
8 (.591)
9 (.578)
10 (.510)
11 (.534)
17 (.646)
18 (.610)
19 (.630)
20 (.539)
21 (.693)
22 (.789)
23 (.736)
24 (.778)
25 (.601)
26 (.555)
27 (.668)
28 (.533)
29 (.753)
30 (.591)
31 (.708)

The authors concluded that these coefficients were significant and justified use of their scale.

Note: Whether these conclusions would hold up under multivariate analysis is questionable, but the scale nevertheless looks like a good diagnostic tool, especially useful for counselling purposes.

ED039386 AA000564

Vocational Education and Work Study Programs. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).

Council for Exceptional Children, Arlington, Va.

Apr 70 67p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The implementation of a work-study program in a rural, depressed area, the operation of the program, and evaluation are discussed in the first of six papers on vocational education for the retarded. The sheltered workshop at the Kurtz Training Center in Pennsylvania is described with a focus on promoting self image and adjustment. A 6-year secondary program for students with IQ's of 80 and below, located in a self-contained highschool, is considered. Also examined are two aspects of work aptitudes and prevocational evaluation in work-study programs. (RJ)

Descriptors: •Educable Mentally Handicapped/ •Exceptional Child Education/ •Mentally Handicapped/ Program Descriptions/ Secondary Education/ Self Concept/ Student Evaluation/ Vocational Aptitude/ •Vocational Education/ •Work Study Programs

Gillespie, Patricia H. and Fink, Albert H. "The Influence of Sexism on the Education of Handicapped Children," Exceptional Children, Vol. 41, No. 3, pages 155-162. November 1974.

CONTENT

The authors find sex role stereotyping and discrimination pervasive in education. The issue overlaps special education's concern for stereotyping, labelling, categorizing, classifying of handicapped students.

Examples of sex stereotyping in special education include:

(1) The curriculum. Units of learning activities are often prescribed for boys and girls separately, e.g. girls planning their own rooms, boys making furniture.

(2) Textbooks. Often women are portrayed predominantly as housewives and mothers rather than a "working" contributer, e.g. in one part of the Peabody Language Development Kit, of 23 occupations only four are occupied by women: storeclerk, nurse, teacher, playground instructor. In another section on professional jobs such as chemist, physician, almost none are portrayed as women. Furthermore, descriptions of the family often include references such as "His brother is so strong and tall," "his sister is so pretty and small."

(3) Vocational Assessment. The Becker Reading-Free Interest Inventory and the Vocational Interest and Sophistication Assessment Inventory (VISA) are categorized by sex.

Typical VISA job categories -

Males:	farm work, garage work, industrial maintenance
Females:	clerical work, housekeeping, laundry/sewing

Typical Becker job categories -

Males:	automotive work, building trades, animal care
Females:	laundry service, clerical, patient care

Becker himself is quoted as saying that the categories are "based on job descriptions reported in the literature and grouped into 11 male, 8 female interest clusters on the basis of logical validity" (Mental Retardation, Vol. 2, pages 11-15, 1973).

Note: The authors don't see much validity in that logic and neither does Jastak which publishes the Wide Range Interest and Opinion Test (WRIOT), a picture inventory for non-readers which in 1979 revised its 1970 revision eliminating sex and cultural bias.

ED134865 95 CG011032
Career Placement by Work Sampling for the Handicapped 1976. A Research Report.
Honsberger, Treva; Shelley, Mark
Simi Valley Unified School District, Simi, Calif.
76 148p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

This project's goal was the placement of diversely handicapped students at the secondary level in suitable vocational programs which would lead to eventual employment. The technique employed to discover the aptitudes of these special students was work sampling, which is a vocational evaluation procedure utilizing "hands on" experiences, interest and basic academic skills testing to assess the client's vocational potential. Two vocational technicians were responsible for the implementation of the project. Twenty hours of work sampling was administered, followed by parent, student and teacher conferences. An in-service component consisted of an initial orientation to parents, visitation of the facilities and a staffing session with teachers and evaluation staff. It was felt that the work sampling was effective in most cases in delineating students' aptitudes and, to a somewhat lesser extent, their interests. Follow-up, consisting of placement in classes, training programs and/or additional counseling, was difficult due to the time limitation. The project indicated a need for further work and research in this area, and was for the most part supported by students, parents and teachers. (Author)

ED100654 CE003851

Vocational Assessment Systems: Application in Programs Serving Special Needs Populations.

Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.

Oct 73 126p.; Proceedings of Iowa Invitational Workshop on Assessment Systems in Career Development Programs (Council Bluffs, Iowa, March 1973)

Report No.: 5400-841010-10-73

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

A two-day workshop in Council Bluffs, Iowa, organized by the Special Needs Section, Iowa Department of Public Instruction reviewed commercial vocational assessment systems for possible inclusion in educational programs in secondary public schools, area vocational and community colleges, and correctional institutions. The document consists of compilations of workshop presentations as well as supplementary information on the Wide Range Achievement Test, APEX (American Paper Exporters Association), and Talent Assessment Programs. Four presentations were related to the Singer Graflex System and its uses for career exploration as well as for mentally retarded and correctional programs. Two presentations covered JEVS (Jewish Employment and Vocational Service, Philadelphia) work sample battery and its implications for community colleges. One described the Tower (Institute for Crippled and Disabled, New York) system of vocational evaluation, while another provided a JEVS/Singer Graflex/Tower comparison. A concluding section by the Chief, Special Needs Section, provides workshop observations and implications. The workshops indicated no specific vocational assessment system provides total comprehensive evaluation; each system has its strengths and weaknesses. Tool handling success is dependent upon evaluator skill with clients. Likewise, various assessment systems have different implications with special needs groups. (Descriptive information is accurate as of March, 1973). (EA)

(X)

Kaplan, Stanley. "Toward Teaching and Counseling Excellence: A Student Profile," Teaching Exceptional Children, Vol. 10, No. 1, pages 18-23. Fall 1977.

CONTENT

Student Profile is a diagnostic instrument used to evaluate educable mentally handicapped students in work study program in Hamilton County, Ohio. The Student Profile was the result of research of a number of rating scales. It was incorporated into Hamilton County's Work-Study Model for Educable Mentally Handicapped: Operational Guidelines for Administrators.

Purpose: evaluate student performance in basic occupational skills and attitudes.

The Student Profile is described as a "humanistic rather than psychometric approach," "designed to help students understand their own strengths and weaknesses so they can make their own decisions..."

Also can be used to assess evaluations of key people involved in the student's education (helpful because some people often underestimate a special needs student's ability).

The instrument has nine sections. Section I has three parts totalling 47 items which are rated by the student and others. Superimposed profiles of the ratings are then constructed for comparison purposes. The three parts of section 1 are: Job Skills and Attitudes, Skills and Activities Revealing Self Concept and Influencing Job Performance, and Overview of Job Skills and Attitudes.

Other sections are entitled:

II - Performance Level
III - Academic Level
IV - Learning Profile
V - Psychosocial Behavior
VI - Significant Behavior or Condition
VII - Personal and Physical Appearance
VIII - Coordination
IX - Physical and Work Tolerances

Comments: Good example of locally developed tool; very comprehensive and can be generalized

(X)

Parnicky, Joseph J.; Kahn, Harris; and Burdett, Arthur P. "Standardization of the (VISA) Vocational Interest + Sophistication Assessment Technique." *American Journal of Mental Deficiency*, Vol.75, No.4, 1971, pp.442-448.

CONTENT

1. Study was undertaken to determine if VISA:
   a. required further revision
   b. has acceptability reliability for non-institutional as well as institutional populations
   c. has construct integrity in extended cross validation
   d. has applicability w/ populations of various types of training facilities.
2. Sample of over 3000 mildly retarded adolescents + young adults were administered picture-inquiry instrument (VISA) to measure voc interest + knowledge.
3. Details of method used given in article.
4. Results:
   a. Reliabilities + norms for both male + female forms of test were substantially established.
   b. Data regarding validity + applicability, while more limited, were promising.

ED160817 08 CE017946

A Review of Related Literature Concerning Components of Systems and Studies That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs.

Pitt, Roger, Comp.; Thomas, Edward, Comp.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

May 77

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 498AH60118

Grant No.: G007604315

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Language: English

Geographic Source: U.S./ Mississippi

Government: State

This publication is primarily intended as a resource document for vocational educators and special education personnel charged with the responsibility of identifying and selecting those mentally handicapped students (EMRs) in their school district and who are "best suited" for mainstreaming into regular vocational programs. In part 1, a general review of components of eleven major work samples is presented in alphabetical order. In addition, a brief work sample manual is presented which offers forty-three individual work samples categorized under nine occupational areas. Part 2, section 1, contains fourteen annotated references. Each reference is related directly to vocational education methodologies used with mentally handicapped students and slow learners. Part 2, section 2, contains thirteen annotated references which are related in a more general nature to the education of mentally handicapped students and slow learners. In part 2, section 3, approximately 120 annotated references obtained through ERIC searches are presented. All references are related to mentally handicapped students and slow learners in vocational programs. Part 3 concerns the acquisition of information. This section is designed to help those persons with limited research skills. (CSS)

ED153046 08 CE015752

Evaluation and Placement.

Schwartz, Stuart E.

Florida Univ., Gainesville. Coll. of Education.

77 22p.: Photographs throughout booklet may not reproduce well; For related documents see CE 015 749-754

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 498AH60166

Grant No.: G007604050

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

One of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms, this booklet discusses the role of medical, social, educational, and psychological tests in estimating a handicapped student's potential and in designing an appropriate vocational program. Specific topics discussed include the following: work evaluation programs, work evaluation systems, work experience programs, work experience settings, advisory committee, and advisory council. A self-test is included for pre- and posttest evaluation. (TA)

Sitlington, Patricia L., and
Wimmer, Diane. "Vocational
Assessment Techniques for
the Handicapped Adolescent."
CDEI, Vol.1, Fall 1978, pp.
74-96.

CONTENT

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1. Voc assessment sequence should provide info in following:
   - a. Prevoc trng needs (work habits + attitudes)
   - b. Specific voc trng needs (OJT or specific skills trng in selected areas)
   - c. most effective trng methods to be used in school + on job
   - d. best placement for student at end of prog, either in specific skill trng or on job
2. Types of info to be gathered -
   - a. job analysis
   - b. voc assessment techniques
     - 1. paper-pencil tests
     - 2. manual dexterity tests (7 listed)
     - 3. commercially developed assessment systems (10 listed) with Brolin's 10 questions to ask when considering a commercial system.
     - 4. self-developed work samples
       - a. conduct community job survey
       - b. decide on samples to develop
       - c. conduct job analysis
       - d. design + construct work sample
     - 5. behavior analysis techniques
     - 6. situational assessment
3. Table on matching assessment techniques w/ areas of information needing assessment.

ED091913 EC062137

Identifying a Nonverbal Aptitude Measure for Use in Counseling Secondary Level Mentally Retarded Pupils.

Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.

Apr 74 134p.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

One hundred forty students (mean age 17.5 years, mean full scale IQ 69.18, and mean reading grade level 3.61), in the Diversified Occupations Programs (Vermont) were investigated to determine whether the Nonreading Aptitude Test Battery (NATB) is a valid instrument for identifying occupational aptitudes of educable mentally retarded and low average students. Findings for six hypotheses indicated: (1) that a positive relationship existed between the number of occupational aptitude patterns (OAPs) obtained on the General Aptitude Test Battery (GATB) and the NATB; (2) that the mean number of OAPs identified by the NATB was significantly higher than the mean number of OAPs identified by the GATB; (3) that all aptitude scores (on both tests) except on clerical perception were significantly related to full scale IQ; (4) that there was no difference in relationship between verbal IQ and cognitive aptitude scores by students on both tests; (5) that there was a positive relationship between performance IQ and all aptitude measures of the GATB and NATB with the exception of the clerical perception and motor coordination measures; and (6) that there was a significant relationship on both tests between reading score measures and aptitude scores for intelligence, verbal ability, numerical ability, and motor coordination. The findings implied that counselors and placement officials for retarded and borderline students should seriously consider selecting the NATB over the GATB. (Included in appendixes are items such as descriptions of the tests, definitions of aptitudes measured by the tests, and statistical data.) (MC)

Assessment Tools:

Journal Articles

Baird, Anne S. + Goldie,
Dorothy. "Activities and
Experiences Develop Spatial
+ Sensory Understanding."
Teaching Exceptional Children
Vol.11, No.3, Spring 1979,
pp.116-121.

CONTENT

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pp.117-118: assessing level of conceptualization in a blind child - formal tests + teacher designed tests.

General, not oriented toward vocational assessment.

(X)

Becker, Ralph L. "The Reading
Free Vocational Interest
Inventory: Measurement of Job
Preference in the EMR".
Mental Retardation. August
1973, pp.11-15.

CONTENT

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1. Non-reading voc preference test was developed to assess voc likes + dislikes of EMR youth.
2. Job tasks known to be realistic for mentally retarded were translated into drawings depicting job activity, including work environment + pertinent tools.
3. Pictorial items were assembled into male + female forms of inventory for assessing interest in 11 male + 8 female occupational categories.
4. Normative data were collected, + norm tables were prepared from independent samples of EMR males + females in public day school work-study progs + from ungraded state institutions.
5. Preliminary validity studies appear to be holding up. Need remains to establish predictive validity of scales. Research will need to examine clients' inventoried interest assessment and then follow up for actual job entry.

(X)

Becker, Ralph L. "Vocational
Choice: An Inventory Approach'
*Education + Training of the
Mentally Retarded*, pp.120-136

CONTENT

1. Sample of EMR males + females in public secondary schools + state residential institutions participated in standardized Reading-Free Voc Interest Inventory, a nonreading method to measure voc likes + dislikes.
2. Areas of commerce + industry in which retarded workers demonstrated proficiency + productivity were analyzed by job tasks + resulted in 11 male + 8 female interest categories.
3. Extensive details on method in article.
4. Extensive item analyses + subsequent reliability + validity studies established test-retest reliability of scores + concurrent validity of interest scales.
5. Indiv inventoried profiles of educable retarded job trainees were analyzed against present job status + expressed interest.
6. Results showed high agreement among the 3 variables.
7. Predictive value yet to be established.

Bennett, Frank; Hughes, Anita;
Hughes, Howard. "Assessment
Techniques for Deaf-Blind
Children." *Exceptional
Children*, Vol.45, No.4,
Jan. 1979, pp.287-290.

CONTENT

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1. Review existing techniques for assessing deaf + blind ; conclude that a quantifiable behavior checklist is needed.

(X)

Bitter, James A. "Using
Employer Job-Sites in Evaluation of the Mentally Retarded
for Employability." *Mental
Retardation*, June 1967, pp.
21-22.

CONTENT

1. James Bitter, Director of Work Experience Center (WEC) in St. Louis, Missouri. WEC is Voc Rehab Admin-sponsored work-study demonstration project administered by St. Louis Jewish Employment + Vocational Service - conducted in cooperation w/ Special School District of St. Louis County + Missouri Div of Voc Rehab
2. Bitter: work samples of greater value in voc assessment of retarded than formal test procedures normally used.
   - a. However, work samples lack on-the-job interpersonal relationships so important to job success.
   - b. Sheltered workshop provides work environment + setting for social dynamics but generally is limited to work of bench assem variety and to working w/ others who are handicapped.
   - c. Utilizing actual employers + place of business as job-sites for purposes of eval: Advantages -
     1. Experience is real + concrete, a realistic basis for eval.
     2. Job-site provides for functional appraisal of behavioral dynamics on job by both employer + counselor. Only after observing client's functioning on the job can counselor be certain of effect of client's problems upon his performance.
     3. By use of variety of job-site assignments, counselor + client can determine immediately what client likes + dislikes w/o need for interpretation of interests thru testing.
     4. Client + counselor obtain immediate perceptions of client capabilities + limitations.

Bitter, James A. "Using
Employer Job-Sites in
Evaluation...." (Continued)

CONTENT

d. Disadvantages:
    1. Employer may be too sympathetic to client + limit effectiveness of real + objective experience.
    2. Some employers do not have enuf time available for close supervision necessary, although they may be more than willing to cooperate.
    3. Sometimes client's enthusiasm distorts employer's eval.

Disadvantages can be minimized by experienced counselor thru employer orientation, care in job-site selection, + cooperation w/ employer in providing climate for eval.

This job-site evaluation is basic part of work adjustment + voc trng prog for retardates at WEC.

Flexibility is important in use of job sites since result of one experience determines client's next job-site situation or another eval technique which will be employed by counselor.

Budoff, Milton and Hamilton, James L. "Optimizing Test Performance of Moderately + Severely Mentally Retarded Adolescents + Adults." _American Journal of Mental Deficiency_, 1976, Vol.81, No.1, pp.49-57. (X)

CONTENT

1. Study provided further evidence for validity of a learning potential assessment procedure with institutionalized moderately + severely retarded adolescents + adults.
2. Significant positive correlations were obtained between psychometric + learning scores, attendants' + teachers' rating of ability, + the posttraining scores on modified Kohs Extended Learning Potential procedure.
3. In addition, performance on this test-train-test procedure was compared with a train-within-test format for 2 different tasks: trng embedded within administration of Leiter International Performance Scale + a formboard version of Raven's Coloured progressive matrices. Students responded equally to the 2 formats.
4. Stanford-Binet IQs were least predictive of performance on the 3 learning potential measures + were unrelated to teachers' + attendants' ratings of ability.
5. Implications of data discussed with particular attention to potential advantages of train-within-test model.

(X)

Burdett, Arthur D. "An Examination of Selected Pre-Vocational Techniques Utilized in Programs for the Mentally Retarded." _Mental Retardation_, August 1963, pp.230-237

CONTENT

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1. Article is examination of the work sample approach, client performances in sheltered workshops, and psychometric evaluative techniques that are included in many existing pre-voc progs for the mentally retarded adolescent.
2. The procedures to be utilized in pre-voc eval should be designed so that valid measurement of the client may be obtained that will be typical of how he will later perform on a job - also to determine how much drive + energy resources are available from the client + the appropriateness of the direction in which the energy is applied.

Burg, Billie Walcutt, MRC,
and Barrett, Albert M., Ph.D.
"Interest Testing with the
Mentally Retarded, A Bi-
Sensory Approach."

CONTENT

1. Bi-sensory modification of Geist Picture Interest Inventory (GPII) using pictures + words was administered to 79 mentally retarded subjects, 39 males + 40 females, whose IQ ranged from 34 to 79.

2. Bi-sensory: eyes (see picture)
   ears (hear question + oral description of picture)
   auditory-visual

3. GPII was modified for retardates. Introduced a plausible verbal description for each picture. Descriptions read aloud by examiner simultaneously w/ visual presentation of pictures. (Descriptions for pictures included in order in article.)

4. Results follow culturally expected directions for male-female voc interests. Males exhibited significantly high mechanical + outdoor interest patterns. Females revealed significantly outstanding scores on persuasive, musical, literary, clerical, + social science scales.

Coulter, W. Alan + Morrow,
Henry W. "Requiring Adaptive
Behavior Measurement."
Exceptional Children, Vol.45,
No.2, Oct.1978.

CONTENT

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1. Adaptive behavior = indiv's capacity to adapt to varying demands + constraints of physical and social environment.
2. Majority of pupil appraisal practitioners participating in this survey agreed that appraisal process should include a measure of adaptive behavior for a diagnosis of mental retardation.
3. General dissatisfaction w/ Vineland Social Maturity Scale + Adaptive Behavior Scale - Public School Version.

Daniels, Lloyd K. + Stewart,
James A. "Development of a
Vocational Adjustment Rating
Scale for the Mentally
Retarded."

CONTENT

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1. Construction of voc adjustment rating scale resulted in the development of 2 separate instruments that reflect qualitatively different dimensions of voc behavior.
2. Method for validating the test is detailed in article. Article also contains a section on establishing test reliability.
3. True factor composition + predictive validity of separate scales will require empirical verification.
4. Author feels that the value of the VARS as a research instrument for appraising voc adjustment of mentally retarded adult males has been established nonetheless.

Jenkins, Joseph R.+ Pany,
Darlene. "Standardized
Achievement Tests: How Useful
for Special Education?"
Teaching Exceptional Children
Vol.44, No.6, March 1978.

CONTENT

1. Of all different types of tests used in special ed, achievement tests enjoy widest use, presumably because of their face validity (they seem representative of tasks children perform in school).
2. However, it is very possible that sample of test words appearing on a reading achievement test overlaps words taught in one curriculum more than those taught in another.
3. Authors assessed extent and direction of curriculum bias in 4 widely employed standardized achievement tests by comparing relative overlap in contents of these tests w/ first + second grade contents of 5 commercial reading series. (Details on method given in article.)
4. p.450: Table summarizes overlap between each achievement test (PIAT, MAT Word Knowledge + Word Analysis, SORT, + WRAT) + each reading series.
5. Overlap appears to be greater in some tests than in others, which results in misleading ✓ scores on achievement tests.

Maggiore, Ronald F. "Reliability of Proposed Short Form of Illinois Test of Psycholinguistic Abilities." Exceptional Children, Vol. 45, No. 3, Nov. 1978, pp. 198-204.

CONTENT

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1. Used method detailed in article to test reliability of short form of Illinois Test of Psycholinguistic Abilities.
2. Results: reduced reliability of the short form when used (in this study) with 6-yr-old children.

Parnicky, Joseph J.; Kahn, Harris; and Burdett, Arthur P. "Standardization of the (VISA) Vocational Interest + Sophistication Assessment Technique." *American Journal of Mental Deficiency*, Vol.75, No.4, 1971, pp.442-448. (X)

CONTENT

1. Study was undertaken to determine if VISA:
    a. required further revision
    b. has acceptability reliability for non-institutional as well as institutional populations
    c. has construct integrity in extended cross validation
    d. has applicability w/ populations of various types of training facilities.
2. Sample of over 3000 mildly retarded adolescents + young adults were administered picture-inquiry instrument (VISA) to measure voc interest + knowledge.
3. Details of method used given in article.
4. Results:
    a. Reliabilities + norms for both male + female forms of test were substantially established.
    b. Data regarding validity + applicability, while more limited, were promising.

(X)

Scannell, Dale P. "A
Positive View of Standardized
Tests." Focus on Exceptional
Children, Vol.10, No.5,
Oct.'78, reprint.

CONTENT

1. defense of value of standardized tests.
2. (general, applicable to all standardized tests, not addressed to voc assessment testing) ✓

(X)

Sitlington, Patricia L., and
Wimmer, Diane. "Vocational
Assessment Techniques for
the Handicapped Adolescent."
CDEI, Vol.1, Fall 1978, pp.
74-96.

CONTENT

---

1. Voc assessment sequence should provide info in following:
   a. Prevoc trng needs (work habits + attitudes)
   b. Specific voc trng needs (OJT or specific skills trng in selected areas)
   c. most effective trng methods to be used in school + on job
   d. best placement for student at end of prog, either in specific skill trng or on job
2. Types of info to be gathered -
   a. job analysis
   b. voc assessment techniques
      1. paper-pencil tests
      2. manual dexterity tests (7 listed)
      3. commercially developed assessment systems (10 listed) with Brolin's 10 questions to ask when considering a commercial system.
      4. self-developed work samples
         a. conduct community job survey
         b. decide on samples to develop
         c. conduct job analysis
         d. design + construct work sample
      5. behavior analysis techniques
      6. situational assessment
3. Table on matching assessment techniques w/ areas of information needing assessment.

Stodden, Robert A., Casale,
Joseph, Schwartz, Stuart E.
"Work Evaluation + the
Mentally Retarded: Review +
Recommendations." *Mental
Retardation*, August 1977,
pp.25-27

CONTENT

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1. Use of work samples as predictors of voc behavior with the mentally retarded has become widespread practice during the past decade, often resulting in questionable eval + job placements.
2. This article reviews work sample batteries presently in use + offers a critical analysis of their role w/ mentally retarded persons, along with recommendations for more appropriate use in eval + trng.
3. WREST - Wide Range Employment Sample Test

   TOWER - Testing, Orientation, + Work Eval in Rehab

   JEVS - Jewish Employment Vocational Service

   Singer Voc Eval System
4. Work samples as currently applied are, in themselves, inappropriate for mentally retarded population. An assessment + eval model that takes into consideration the particular learning characteristics of the mentally retarded indiv is needed. ✓

Stoneman, Zolinda + Gibson, Sara. "Situational Influences on Assessment Performance." Exceptional Children, Vol.45, No.3, Nov.1978, pp.166-169.

CONTENT

1. Assessment = determination of functional level of handicapped children within major areas of development.
2. Assessment info can be influenced by variety of environmental factors.
3. Conclusions:
    a. The young developmentally handicapped children in this study scored significantly higher on assessment instrument when administered by mothers than when given by unfamiliar female grad student examiners.
    b. Children got more items correct when evaluated in small testing room than when assessed in own classroom.
4. Assessment behavior of handicapped preschool children is influenced by environmental cues.

(X)

Townsend, William; Prien,
Erich P.; Johnson, John T.,
Jr. "The Use of the Position
Analysis Questionnaire In
Selecting Correlates of Job
Performance Among Mentally
Retarded Workers." Vocational
Behavior, 4, 181-192 (1974)

CONTENT

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1. Study investigated efficiency of various existing measures, mainly psychological tests, for predicting job performance of mentally retarded workers in a sheltered occupational shop. Twenty-two production-related jobs and one nonproduction-related job were analyzed with the Position Analysis Questionnaire resulting in two job attribute clusters.
2. Correlations between 19 predictor variables + 5 criterion variables, which consisted of supervisor ratings of job performance, were then calculated separately for subjects performing preferred jobs in each attribute group.
3. Results indicated that, contrary to past research, existing measures are predictive of performance on some but not all jobs in a sheltered workshop.

Assessment Tools:

Reports/Papers

ASSESSING WORK-RELATED SKILLS - Assessment Forms + Lists

CONTENT

1. Clark Workshop Assessment Form
2. Exceptional Industries Individual Habilitative Plan
3. EDCO Work Adjustment Center Pre-Vocational Evaluation Report
4. Untitled - Has Rating Key of 1-4
5. Sunmount State School Workshop - Training Progress Report
6. A Minimum Personal Characteristics Profile
7. Assessing Tasks in Various Vocational Areas
8. Work Sample Evaluation Report
9. Boys' Club of New York Behavioral Checklist
10. Personality Inventory
11. Developmental Inventory
12. Behavior Rating Scale
13. DVR Work Evaluation Scale (Div. of Voc. Rehab.) Phoenix, Arizona
14. Definitions of Factors to be Observed in Work Evaluation
15. Work Habits Rating Sheet
16. Job Readiness Evaluation Checklist
17. Cape Cod Tech - Summer Bold Project 1977
18. Abilities Related to Vocational Potential in the Mentally Retarded Client
19. Project LIFE jr high school curriculum, Student Profile Chart

(X)

Paper: "Assessing Affective
Outcomes in Career Education" by Dr. William C.
Bingham, printed by New
Jersey State Dept of
Education, January 1975

CONTENT

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1. general article on assessing student performance (not oriented toward special needs or voc assessment
2. addresses 2 key dimensions of affective performance: motivation + self esteem.
3. activities for assessing affective outcomes
    a. instructional activities
    b. assessment activities (tests + other assessment procedures)

Paper: "Brief Description
of Work Sample
Batteries"

CONTENT

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one-page descriptions of the following work sample instruments, with lists of types of work samples:

TOWER
WREST
MIND/COATS
JEVS
VIEWS
SINGER GRAFLEX
VALPAR

"Career Awareness Scales -
Level 2" (Grades 3-4)

CONTENT

Assessing career awareness (instrument)

CEC Training: Assessment
and Evaluation in Career
Education, The Council for
Exceptional Children

CONTENT

1. Federal requirements related to assessment of special needs learners (pp.7-11).
2. A Comprehensive System for Assessment and Evaluation (pp.12-25)
   - Phase I: Pre-Assessment
   - Phase II: Formative Assessment
   - Phase III: Summative Assessment
   - Phase IV: Ultimate Assessment
3. Assessment of Occupational Needs (pp.26-31): job cluster info
4. Preassessment/Strategies for Assessing Present Level of Performance (pp.33-54): collecting info concerning special needs students in voc ed prog, including performance sample w/ eval form
5. Individualized Vocation Plan (pp.55-58): sample
6. Assessment strategies (pp.59-62): forms for assessment
7. Follow-up Assessment Strategies, including:
   a. sample student follow-up questionnaire w/ sample cover letter
   b. sample employer follow-up surveys (specific + general)

Paper: "Prevocational
Evaluation of the Handicapped
Adolescent" by Gary M.
Clark, University of
Kansas

CONTENT

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1. Four approaches to eval of work potential:
   - a. Mental Testing Approach (discussion of intelligence tests, academic achievement tests, aptitude tests, personality tests, general adjustment instruments, interest inventories)
   - b. Job Analysis Approach (discussion of task analysis of jobs)
   - c. Work Sample Approach (discussion of advantages + disadvantages of this approach, some discussion of specific instruments: TOWER, JEVS, Singer, WREST, Thomosat System, + McCarron-Dial).
   - d. Situational Approach (job tryout or work trial - discussion)
2. Behavioral Analysis: An Emerging Approach
3. Medical Appraisal + Eval

Table: Comparison of JEVS, SINGER/GRAFLEX, + TOWER systems

CONTENT

Compared using following criteria:

1. Development
2. Organization
3. Work Evaluation Process
4. Administration
5. Scoring + Norms
6. Observation
7. Reporting
8. Utility
9. Training in System
10. Current Status

(X)

Gardner, David C. "Survey of Career Education for the Handicapped in the Six New England States." Final Report for Grant No. G007501369 from Office of Education, HEW, October 1977.

CONTENT

1. Sample consisted of 200 professionals known to be interested in topic of career ed for handicapped.
2. Purpose of survey (part of national survey) was to obtain data on nature of career ed programming in New England.
3. RESULTS:
   a. Few school systems or other career ed progs use Computer Career Guidance Systems for assisting handicapped in career development.
      1. Guidance Info System (GIS): 17 of 29 use
      2. Oregon Info Access System (OIAS): 5 of 28 use
      3. Computerized Voc Info System (OVIS): 4 of 28 use
      4. Education + Career Exploration System: (ECES) 4 of 28 use
      5. System for Interactive Guidance + Info (SIGI): 0 of 28 use
      6. Project Discover: 7 of 29 use
   b. p.18 - Table 10: Method/Activity for Involving Handicapped Students in Career Education
      1. Majority of respondents ALMOST ALWAYS/ REGULARLY use (unspecified) methods/ activities to develop understanding of self and develop positive attitudes.
      2. Majority REGULARLY/SOMETIMES help students relate learnings to occupations; learn economic significance of work, levels + types of work, intrinsic values of work; assess interests, aptitudes, etc.

Gardner, David C. "Survey
of Career Education...."
(continued)

CONTENT

c. Table 12, p.24:
   1. Question 6 - Job failure among mentally retarded: fail for interpersonal reasons rather than lack of specific work skills? 48 yes, 25 no (.01 significant)
   2. Question 12: Are voc assessment instruments used by your agency to place mildly handicapped in job preparation phase of career ed? 48 yes, 25 no (.01 significant)

4. Some recommendations (2 of which follow):
   a. Professionals in field of career ed need to understand relationship between personality variables + job failure or success. Efforts should be made to educate the many voc educators who stress voc skills to exclusion of other important work adjustment factors.
   b. Efforts should be increased to develop a variety of efficient and effective procedures for increasing ability of schools to predict voc trng success.

   ** "A recent study indicated that it is difficult to predict trng success in voc trng progs for mildly handicapped secondary students on basis of interest tests, exploration progs, + a variety of other indices (see Warren, S.A. + Gardner, D.C. Vocational Training for Disabled Students: A Handbook on Assessment, Boston, BU School of Education, USOE Grant No. G007500558, June 1977).

"How Long Do You Want to Go to School?"

CONTENT

Assessing interests, values (instrument)

(X)

Document: "Index of Assessment + Evaluation Instruments"

- cooperatively developed by The North Carolina Dept. of Public Instruction + The Mid-East Regional Resource Center

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CONTENT

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1. List of Commercial Producers
2. Table of Assessment Devices/Publisher and What/whom each test assesses as well as administrative info.

(X)

Report: "Interview Form"

CONTENT

Student interview form - Analysis of Testing Program at Developmental Evaluation + Adjustment Facilities, Inc. (DEAF)

1. Extensive list of types of tests given (psychological, dexterity, aptitude, visual motor integration, educational, perceptual, vocational, intelligence, achievement, communication skills, projective), for whom they are recommended.
2. Also, on 3rd page, an analysis of why Micro-TOWER system was most valuable test.

(X)

Supplementary Guide for
Jastak-King Work Samples
J. F. Jastak

CONTENT

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additional instructions and information for administering work samples

(X)

Booklet: Portage Project
Checklist from the
Portage Project

CONTENT

a. Checklist only -- Card file containing curriculum ideas not with the checklist

b. These materials intended to be major source of behavioral eval + assessment and as curriculum guide.

c. Mental ages of birth to 5 yrs - Assessing present behavior in order to plan realistic goals that lead to additional skills.

d. 5 developmental areas:
cognitive, self-help, motor, language, socialization

e. Checklists for observing these behaviors.

"Adaptive Behavior
Classification" - Adapted
from Sloan + Birch, "A
Rationale for Degree of
Retardation"

CONTENT
1. Characteristics of various levels of retardation as measured by Stanford, Binet, + Wechsler tests. 2. Eval Prog for Voc Workshop a. Perception - Visual, Tactile, + Auditory Tasks b. Manual Tasks c. Use of Office Items + Skills d. Sorting e. Gathering + Packing 3. Pre-voc eval a. Form for assessing gross motor activities, perceptual-motor, level of cognitive development, fine coordination/manual tasks, ADL status b. List of gross motor activities + age when usually mastered c. Development of fine motor and adaptive behavior d. Additional behaviors - posture, hand function, eye function, ability to follow instruction, relationship to examiner + testing situation, general approach, physical characteristics (smaller, larger, weaker) 4. Listing of Standardized Tests: tests for visual perception, motor integration, mechanical ability, visual memory, tactile perception.

Dissertation: "The Effects
of Prevocational Guidance
on the Relationship Between
Vocational Ability + Interests
of Educable Mentally Retarded
Adolescents" by Robert
Andrew Stodden, August 1976

CONTENT

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1. Study assessed effects of prevoc exploratory treatment upon relationship between assessed voc interests + voc ability levels of EMR adolescents.
2. Study investigated 3 major hypotheses concerned w/ pre- and post-observation differences or interactions in relationship between voc interests + voc ability levels, according to effects of pre-voc exploration treatment, different modes of treatment presentation, + subject maturity level.
3. Author concluded that prevoc exploratory experience for educable mentally retarded adolescents was statistically effective in contributing to a positive change in relationship between voc interests + ability, when presented in a directive manner with higher grade level students.

(X)

Paper: "Occupational Interests + Mentally Retarded People: Review + Recommendations." by Robert A. Stodden, Robert N. Ianacone, + Alfred L. Lazar

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CONTENT

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1. Article reviews several studies regarding choice of occupational interests for mentally retarded adolescent.

   Instruments discussed: Strong Voc Interest Blank (SVIB), Kuder, Geist Picture Interest Inventory (GPII), VISA, Reading-Free Voc Interest Inventory, WRIOT

2. Concerns about current eval practices are discussed.

3. Recommendations are offered for a client centered, developmental model making eval of occupational interests a viable part of clients' career/voc development process.

(X)

Stodden, Robert A. + Lazar,
Alfred L. "The Effects of
Treatment Upon the Relationship between Vocational
Interest and Vocational
Ability of the Educable
Mentally Retarded Adolescent."

CONTENT

1. Authors measured voc interest with Picture Interest Exploration Survey (PIES) - 2 paragraph description of PIES
2. Analyzed voc abilities as related to job areas of expressed interest by using Worker Trait Component of Dictionary of Occupational Titles (DOT).
3. Adapted a standardized pre-voc exploratory experience based upon Phase II, Expanding Career Alternatives: An Exploratory Exercise (Friel + Carkhuff, 1974) with minor changes for use with mentally retarded.
4. General goal of treatment: to give subject skills to systematically explore career alternatives + opportunities available to him.
5. Result: experience of prevoc guidance treatment appears to have had an effect upon relationship between voc interests + voc abilities for mentally retarded adolescent as reflected in pre-post observation difference gains.
6. (Paper includes bibliography.)

Paper: "Use of the General
Aptitude Test Battery to
Predict Success on the Tests
of General Educational
Development" (no author
given).

CONTENT

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1. GATB can be useful in predicting indiv's chances of passing GED tests.

2. Paper includes review of related literature on correlations of GATB with GED tests,

3. Purpose of study: first, to set up multiple cutoff norms for GATB using statistical techniques employed in SATB research; second, to verify results obtained in the 3 studies reported under related literature with a larger sample.

4. Details on method outlined in article.

5. Summary of results includes: "Multiple cutoff battery norms G-90, V-85, and Q-95 can be very useful in predicting success on tests of GED with Minnesota requirements," useful to a lesser degree for higher Missouri requirements.

6. Additional conclusions and recommendations are outlined in the paper.

(X)

Paper: "Utilization of the
D.O.T. - Volume II"

CONTENT

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how to use the Dictionary of Occupational Titles (D.O.T.)

Papers/Reports:

WORK SAMPLES/TASK ANALYSES

CONTENT

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1. Introduction to and Details of Work Sample Development
2. Map Reading
3. Production Line
4. Regenerating A House Plant
5. Drill Press Operation
6. Switchboard Operation
7. Basic Wood Gluing
8. Inserting Cards, Folding, + Packing Plastic Wallet Inserts
9. Toggle Switch Assembly Work Sample
10. Threading a Needle
11. Building Trades Performance Sample w/ Student Performance Eval Form

Assessment Tools:

Books

(X)

Bolton, Bruce, ed. Handbook of Measurement and Evaluation in Rehabilitation.
Baltimore: University Park Press, 1976.

CONTENT

Part I: "Fundamentals of Measurement"
(definitions and explanations of scores, norms, reliability, validity, and other measurement terms)

Part II: "Review of Instruments"
(intelligence tests, aptitude + achievement tests, personality + psychopathology inventories, projective techniques, vocational inventories)

Part III: "Applications in Rehabilitation"
Chapter 9: "Diagnostic Assessment in Rehabilitation" (the purpose + procedures of diagnostic assessment, the diagnostic process, the goal + its requirements)
Chapter 10: "Vocational Evaluation" (need for + goals of vocational evaluation, theoretical assumptions, work environment and work personality, some empirical work)
Chapter 11: "USES Testing Program" (test development and validation, types of USES tests + their applications, GATB, use of GATB with the deaf, application of GATB to mentally retarded, Non-reading Aptitude Test Battery, applications to educationally deficient + mentally retarded, related techniques)
Chapter 12: "Measurement of Client Outcomes in Rehabilitation" (input/intervention/output model)

Bolton, Bruce, ed. Handbook of Measurement and Evaluation in Rehabilitation.
Baltimore: University Park Press, 1976.

#2

CONTENT

Chapter 13: "The Minnesota Theory of Work Adjustment" (description of work adjustment project supported by federal funds + project's implications and conclusions)

Chapter 14: "Psychological Evaluation of the Blind Client" (applicability of various tests to evaluating the blind - intelligence and general ability tests, aptitude and proficiency tests, personality evaluation, measures of interest, interpretation of test results)

Chapter 15: "Psychological Evaluation of the Deaf Client" (special considerations in evaluating the deaf)

Chapter 16: "Psychological Evaluation of the Mentally Retarded Adult" (functions of psychological evaluation, conceptual model, evaluation process + goals, system of classification and diagnosis, instrumentation for classification)

Chapter 17: "Assessment of Counselor Performance" (appraisal of evaluation system's ability to meet goals)

Buros, Oscar Krisen.
Vocational Tests and Reviews.
Highland Park, NJ: The
Gryphon Press, 1975.

CONTENT

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1. Book provides info on and evaluation of standardized vocational tests used in education, industry, and psychology.

2. The info on the tests can be located thru 5 indexes:

   a. "TIP Tests in Print II Scanning Index"- standardized tests indexed according to area being measured (other than vocations). Includes population for which test is intended.

   b. "Publishers Directory and Index" - gives addresses of all publishers represented in volume, as well as names of tests which each company publishes.

   c. "Index of Titles" - listing of all business education, multi-aptitude, and vocational tests. (See explanation at beginning of index for full explanation of referencing.)

   d. "Index of Names" - listing of names of test authors and test reviewers. (See explanation at beginning of index for full explanation of referencing.)

   e. "Vocations Scanning Index" - expanded table of contents listing all tests in volume. Includes population for which test is intended.

Vocational Assessment Systems, Applications in Programs Serving Special Needs Populations, Iowa Department of Public Instruction, October 1973

CONTENT

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1. Proceedings from workshop held in Council Bluffs, Iowa, March 26-27, compiled + edited for publication.
2. Three articles on general voc assessment process, including Brolin's article w/ 10 questions on what to consider in a system.
3. Specific articles on:
   - a. SINGER/GRAFLEX System (4 articles) - 1 oriented toward use of Singer/Graflex w/ mentally retarded
   - b. JEVS (2 articles)
   - c. TOWER (1)
   - d. Comparison of JEVS, Singer/Graflex, + TOWER Work Eval Systems (1)
   - e. Wide Range Employment Sample Test (1)
   - f. Talent Assessment Tests (1)
   - g. APEX - The Office - Reality Training Through Simulation (1)
   - h. Observations + Implications (a conclusion by Dan Kroloff)

Miller, Wilma H. Reading Diagnosis Kit, Second Edition
West Nyack, NY: Center for
Applied Research in Educa-
tion, Inc., 1978.

CONTENT

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1. Designed to fulfill function of helping teachers to diagnose specific reading difficulties of students while these difficulties still are simple enough to be corrected fairly easily.
2. Section 1 of Kit gives reader specific directions on how best to use this aid.
3. Section 2 describes how to use teacher observation as diagnostic technique.
4. Section 3 illustrates how to use oral reading and oral reading tests as diagnostic device.
5. Section 4 describes uses and limitations of standardized tests.
6. Section 5 describes characteristics of standardized criterion-reference tests.
7. Section 6 covers standardized diagnostic reading tests and tests of word identification skills.
8. Section 7 describes how to use listening comprehension tests as diagnostic device.
9. Section 8 explains the Individual Reading Inventory.
10. Section 9 describes how to use informal inventories in word identification techniques of sight word knowledge, phonic analysis, structural analysis, contextual analysis, + dictionary usage.
11. Section 10 describes group reading inventories which can be used in content classes.
12. Section 11 covers "cloze procedure" and "maze technique."
13. Section 12 explains how an interest inventory can be used to improve reading ability + includes several sample interest inventories.
14. Section 13 describes how projective techniques can be used in determining how a student views himself or herself and his/her reading ability.

Salvia, John, and Ysseldyke, James E. Assessment in Special and Remedial Education. Boston: Houghton-Mifflin Company, 1978.

CONTENT

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1. Book intended as first course in assessment for those whose careers require understanding and informed use of assessment data.
2. Parts 1 and 2 provide general overview of and orientation to assessment.
3. Part 3 provides discussions of assessment of achievement, intelligence, perceptual-motor skills, sensory functioning, language, personality and adaptive behavior, and readiness. Behaviors sampled by tests within each test are described, and representative tests are reviewed.
4. Part 4 deals with application of assessment practices in special and remedial education.

World of Work:

ERIC

(X)

Gitlington, Patricia L., and
Wimmer, Diane. "Vocational
Assessment Techniques for
the Handicapped Adolescent."
CDEI. Vol. [illegible], Fall 1978, pp.
[illegible]-96.

CONTENT

---

1. Voc assesement sequence should provide info in following:
   a. Prevoc trng needs (work habits + attitudes)
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         d. design + construct work sample
      5. behavior analysis techniques
      6. situational assessment
3. Table on matching assessment techniques w/ areas of information needing assessment.

World of Work:

Journal Articles

(X)

Nixon, Russell A. "Impact of Automation + Technological Change on Employability of Mentally Retarded." *American Journal on Mental Deficiency* Vol.75, No.2, 1970, pp.152-155.

CONTENT

1. Author explores idea that automation + advanced technology end need for full use of potential labor resources + eliminate unskilled jobs in the economy, therefore suggesting less emphasis on voc rehab of mentally retarded. Concludes that that view is unfounded.
2. Instead, there may possibly be increase in opportunities for successful employment of mentally deficient.
3. For instance, automated machinery tends to require less operator skill after certain levels of mechanization are achieved.

(X)

Sitlington, Patricia L., and
Wimmer, Diane. "Vocational
Assessment Techniques for
the Handicapped Adolescent."
CDEI, Vol.1, Fall 1978, pp.
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        5. behavior analysis techniques
        6. situational assessment
3. Table on matching assessment techniques w/ areas of information needing assessment.

CEC Training: Assessment
and Evaluation in Career
Education, The Council for
Exceptional Children

CONTENT

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1. Federal requirements related to assessment of special needs learners (pp.7-11).
2. A Comprehensive System for Assessment and Evaluation (pp.12-25)
   - Phase I: Pre-Assessment
   - Phase II: Formative Assessment
   - Phase III: Summative Assessment
   - Phase IV: Ultimate Assessment
3. Assessment of Occupational Needs (pp.26-31): job cluster info
4. Preassessment/Strategies for Assessing Present Level of Performance (pp.33-54): collecting info concerning special needs students in voc ed prog, including performance sample w/ eval form
5. Individualized Vocation Plan (pp.55-58): sample
6. Assessment strategies (pp.59-62): forms for assessment
7. Follow-up Assessment Strategies, including:
   a. sample student follow-up questionnaire w/ sample cover letter
   b. sample employer follow-up surveys (specific + general)

World of Work:

Reports/Papers

"Educating the Handicapped for the Real World of Work"

CONTENT

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1. Supposed to contain --
   a. explanation of New Job Options Process;
   b. attached Resource Guide for "Occupational Preparation for Handicapped";
   c. listing of related ERIC documents;
   d. annotated bibliography of instructional materials

   Only #1 is here.
2. Analyzing jobs for teaching skills required to handicapped.

(X)

Paper:
"The Need for Economic
Security for the Mentally
Retarded" by Charles
Kokaska

CONTENT

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1. Educators should ensure that they do not inadvertently train mentally retarded students for positions which will not enable them to achieve an economic level + accompanying benefits about that from where they started.
2. Full development + utilization of every indiv's abilities within the labor market should be realized.
3. In addition to avoiding the stigma and life consequences of unemployment, the mentally retarded are also entitled to the economic rewards of employment.

Paper: "Thoughts on Career Education for the Handicapped"

CONTENT

A general look at career ed for handicapped
1. Dealing w/ abilities + limitations positively
2. Consequences of actual handicap + realistic depiction of attitudes affecting career pursuit
3. Collaboration between employer + school + indiv in actualizing career decisions.

World of Work:

Books

Cook, Paul F., Dahl, Peter R.
and Gale, Margaret Ann.
Vocational Opportunities:
Vocational Training and
Placement of the Severely
Handicapped. Salt Lake City,
Utah: Olympus Publishing
Company, 1978.

CONTENT

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1. Handbook of the "Vocational Training + Placement of the Severely Handicapped" (VOTAP) project of the American Institutes for Research (AIR).
2. Identifies and discusses major barriers preventing severely handicapped from obtaining voc trng + employment.
3. Includes description of strategies that can be used to surmount these barriers.

Vocational Evaluation +
Curriculum Modification,
Iowa Department of Public
Instruction, August 1972

CONTENT

1. Book compiled from presentations at Special Study Institute: Vocational Evaluation + Curriculum Modification, February 1-3, 1972 in Des Moines, Iowa.
2. Presentations included:
    a. Adult Needs of the Educable Mentally Retarded (Morley)
        1. All EMRs should not be tracked into low level occupations
        2. Work Experience Coordinators should provide better assistance to EMR in becoming occupationally oriented
        3. Career Education for special needs student should begin in elementary school.
        4. Regular teachers as well as sp ed teachers should be involved in developing career ed for special needs students.
        5. Sp ed teacher must become aware of voc assessment + how it can be used
    b. Evaluating the Voc Potential of the Educable Mentally Retarded (Brolin)
        1. Clinical assessment: medical, social, educational, + psychological
        2. Work evaluation
            a. Intake + other counseling interviews
            b. Interest, dexterity, + other standardized tests
            c. Work and job samples
            d. Situational assessment
        3. Work adjustment
        4. On-the-job tryouts
    c. Job Analysis - The Key to Effective Job-and-People Matching (Lawry)
        1. "What" "How" and "Why" of job analysis
        2. background for practicing basic analysis skills
    d. Matching Students with Jobs: A Real Challenge (Lawry)
        1. Systematic use of job requirement data + ability assessment info in matching process.
        2. Job analysis matched with student ability profile (appraisal of abilities form included w/ article)
        3. Discussion on use of DCT

Vocational Evaluation +
Curriculum Modification
(continued) #2

CONTENT

e. Vocational Eval through the Use of Work Samples (Krehbiel)
   1. Voc eval = eval for pertinent medical, psychological, voc, educational, cultural, social + environmental factors.
   2. Work eval = indiv's voc strengths + weaknesses thru utilization of work, real or simulated.
   3. In this article, used synonymously.
   4. Work sample info
      a. Rationale for work samples
      b. What is work sampling
      c. Setting up work samples
      d. Drawing useful info from work samples
      e. Reporting results
   5. Existing voc eval facilities
      a. sheltered workshops such as Goodwill
      b. names of some in Iowa

f. Job Samples (Gene Jahncke)
   1. Isolated trait job samples: putting nuts on a bolt, typing tests.
   2. Actual job samples (collected from actual work experiences): bolting together a fuse box, typing attendance report, mailing material, adding retai sales receipts.
   3. Situational job sample: observation in job situation. (Evaluating personal appearance, emotional stability + control, self-confidence, general disposition, ability to express oneself, leadership qualities, group relationships, abilit to work with others, cooperativeness, staff relationships, acceptance of supervisor, ability to understand instructions, ability to carry through work assignments, physical coordination, learning speed, attitude toward work, attendance + punctuality, rate of manual production, work quality, initiative and resourcefulness.

g. The Reading-Free Voc Interest Inventory: Measurement of Job Preference in the EMR (Becker)
   1. purpose of study: to devise a non-reading technique to measure voc preference of EMR youth
   2. In developing instrument, considered were validity and reliability of indiv items + total test.
   3. Conclusion: from review of all data, required measurement on validity + reliability of present study has been met.
   4. Details given on methods used to arrive at this conclusion.

CONTENT

h. The Eval + Modification of Work Behavior of Educable Mentally Retarded Clients (Chaffin)

1. Review of Factors Affecting Employability (as reported in the literature)
2. Behavioral Descriptions - eval form + procedure developed
3. Both of the above were done thru Kansas Project whose purpose was to demonstrate effectiveness of combined efforts of Rehab + Education personnel in habilitating EMR clients.
4. Staff directed considerable effort toward understanding content of evaluations, hoping some precision might be added to eval + voc trng procedures of EMRs.
5. Results of various studies they conducted are reported in this article.

i. Production Rate as a Variable in the Job Success or Failure of Educable Mentally Retarded Adolescents

1. Study investigated importance of production rate of mentally retarded clients as influencing factor in their employment success.
2. Method outlined in article.
3. Results of study suggest that production rate was important to successful employment + was sensitive to modification procedures.

j. The Employee Q-Sort (Chaffin)

k. The Student Q-Sort, a Modification of Chaffin's Q-Sort (Morley)

l. Combining Information + Procedures Related to Rendering Students Employable (Morley)
- Summary + comparison of many of the papers presented at the Institute

Peterson, Richard O., Jones,
Edna M. *Guide to jobs for
the mentally retarded.*
Washington, DC: American
Institutes for Research in
Behavioral Sciences, 1964.

CONTENT

1. pp. 39-41: Evaluation is diagnostic of strengths + weaknesses, provides estimate of client's "ultimate employability". Evaluation is concerned with ascertaining assets and liabilities of retardate as they may apply to his potential for adapting to the job and is generally descriptive rather than numerical or scorable.

2. p.53: gives listing of personal characteristics considered essential to employability:

   SOCIAL SKILLS: self expression, sociability, work independence, appearance, teamwork

   TIME FACTORS: pace, attendance, simultaneity, timing

   PERFORMANCE SKILLS: accuracy, dexterity, choice, direction, memory, caution

   TOLERANCE: repetitiveness, stamina, perseverance

   The above are all part of personal characteristics requirement but are approached in terms of extent required on job.

3. *Guide to Jobs for the Mentally Retarded* is the result of study applying techniques of task analysis and methods of deriving skill + knowledge requirements to jobs known to have been successfully performed by retarded persons. Part II of *Guide* contains job description system.

The White House Conference
on Handicapped Individuals,
Volume One: "The Awareness
Papers". Washington, DC,
May 23-27, 1977.

CONTENT

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1. "Awareness Paper on Employment" R.T. Sale
   - concerned with attitudes of employers + disabled people regarding hiring the handicapped, the law, education and career education for handicapped, training, placement systems, rehab + Industry, handicapped + job success.

Instruction:

ERIC

EJ180913 CE507589
Learning to Teach Handicapped Learners
Adelman, Frank W.; Phelps, L. Allen
American Vocational Journal, 53, 4, 27-9 Apr 78
Reprint Available (See p. viii): UMI

Presents some principles and techniques to help vocational instructors in working with handicapped students in both classroom and lab, including special techniques for different kinds of handicaps. Special education teachers and consultants are suggested as offering valuable assistance. (MF)

ED104067 95 EC071876

Career- ~~Education~~ Materials for Educable Retarded Students; Project PRICE working Paper No. 2.

Brown, Greg; And Others

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Dec 74 63p.; For Working Paper No. 1 see ED 096 777

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Grant No.: OEG-0-74-2789

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The annotated bibliography of over 150 commercially available career education materials for educable retarded (EMR) students is the second in a series of working papers from Project PRICE (Programming Retarded in Career Education). Entries are grouped under 22 competencies considered essential for community adjustment, which fall under three primary curriculum areas: daily living skills (such as managing family finances), personal-social skills (such as communicating appropriately with others), and occupational guidance and preparation (such as exhibiting necessary work habits). For each competency, the materials have been divided into three age levels: elementary, junior high, and senior high. Provided for each entry is a brief descriptive (not evaluative) annotation (including suggested uses, populations, and estimated reading level), the cost (if available), and the publisher's name. A complete list of publishers and their addresses is included in the last section. Also listed are career education publications (grouped under general EMR and handicapped), relevant journals, and two sources of more information. An epilogue describes future Project PRICE activities and papers. (LS)

EJ183326 EC103485
Individualized Education Programing at the Secondary Level
Cegelka, Patricia T.; Phillips, Misha W.
Teaching Exceptional Children, 10, 3, 84-7 Spr 78

The article reviews the implications for secondary level handicapped students of legislative mandates requiring individualized education programs (IEPs). (CL)

ED156097 TM007123
Evaluation of Career Education Projects, 1976-1977. Report #7823.
Chern, Hermine J.; And Others
Philadelphia School District, Pa. Office of Research and Evaluation.
Jan 78 187p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Evaluations of thirty career education projects in the school district of Philadelphia, Pennsylvania are contained in this report. Fifteen of the projects concern classroom or shop instruction, six concern development and/or field testing of curriculum materials, and the remainder involve staff development, installation of shop equipment, job placement, guidance programs and a vocational education research project. Each evaluation includes a project description and history, project objectives as stated in the proposal, project implementation, evaluation questions, attainment of objectives, and conclusions and recommendations. Projects concerned with instruction cover a range of subjects including warehouse and office practices, transcription skills, distributive education, consumerism, restaurant practices, crafts, homemaking and factory work. Curriculum development projects reflect an emphasis on individualized instruction and involve business, distributive and cooperative education, home economics, career exploration and planning, and automotive shop. Three job placement projects were also evaluated, as well as three programs involving career awareness and pre-employment counseling. These projects included medical laboratory experiences at a local hospital and vocational guidance experiences in specially-equipped buses. Among project participants were disadvantaged, pregnant, othopedically and mentally handicapped students, as well as parents and staff members. Included also is the evaluation of a three-year project designed to develop a classroom model for adjusting curriculum, facilities and personnel in vocational training programs. (Author/JAC)

EJ188004 EC111513
Education for Mildly Handicapped Adolescents: Structure and Quality of Published Information from the Past Decade
Hauser, Carl
Journal of Special Education, 12, 3, 285-301 F 78
Language: English

ED163609 EC112428

Proceedings of the Second International Seminar on Vocational Rehabilitation for Mentally Retarded Persons.

Hollander, Elaine K., Ed.; Soloyanis, George, Ed.

American Association on Mental Deficiency, Washington, D.C.

78 101p.; Small print may be marginally legible

Sponsoring Agency: Office of Human Development (DHEW), Washington, D.C.

Available from: American Association on Mental Deficiency, 5101 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($5.50)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Language: English

Geographic Source: U.S./ District of Columbia

The book contains the proceedings of the Second International Seminar on Vocational Rehabilitation for Mentally Retarded Persons, held in 1976. The latest advances in the field are discussed by representatives from 25 foreign countries who are actively involved in rehabilitation research or who work in areas closely related as investigators, administrators, or trainers of rehabilitation workers. Topics discussed include the conduct of research, innovative programming emphasizing the normalization concept, training of personnel, and the evaluation and assessment of programs. (Author/DLS)

Descriptors: Employment/ *Evaluation Methods/ *Foreign Countries/ Horticulture/ Legislation/ *Mentally Handicapped/ Normalization (Handicapped)/ *Professional Training/ Program Descriptions/ Research/ *Research Methodology/ Seminars/ Sheltered Workshops/ Social Attitudes/ Vocational Education/ *Vocational Rehabilitation

ED149188 08 CE014697

Vocational Education for the Handicapped: A Review. Information Series No. 119.

Hull, Marc E.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.

77 67p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: 400-76-0122

Available from: National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 119, $5.10, quantity and series discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

A review and synthesis of programming and techniques useful in providing vocational education to handicapped secondary and postsecondary school students is presented in this information analysis paper. Information and insights are given so that vocational administrators and supervisors can assess their efforts to provide equal opportunities for the handicapped to participate fully in all facets of vocational education including youth organizations, cooperative vocational education, vocational guidance services, and consumer education. Also, practical suggestions are included for effectively accommodating handicapped students through both regular and special instructional arrangements. Specific topics discussed include the following: rationale for the participation of the handicapped in vocational education, barriers to participation, impact of legislation, identifying the handicapped, developing appropriate program alternatives for serving the handicapped, prevocational education, role of vocational education in comprehensive secondary programming for the academically handicapped, need for interagency cooperation, curriculum and instructional materials to assist in vocational training, personnel preparation, evaluation of students and programs, and professional organizations. The conclusion is made that emphasis of the future must be one of equal access and maximum accommodation. The appendix contains descriptions of information systems on the handicapped. (TA)

ED142749 08 CE011761

Mainstreaming the Handicapped in Vocational Education. Serving the Communication Impaired.

Maloney, Patricia; Weisgerber, Robert

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

77 61p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 808

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Grant No.: G007500391

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in teaching handicapped students in regular education settings, this module, concerned with communication impaired students (those who are deaf or hard of hearing and those who have speech impairments), is designed to (1) explain the meaning of a communication handicap--what it is, what the range of severity is, and how it affects the student's vocational performance, (2) present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the student, and (3) provide listings of resource agencies and further readings to assist the vocational educator who is working with the student with a communication handicap. Important points in setting up an individualized instructional program are considered and suggestions are made for modifying existing programs to overcome problems. Two final sections cover (1) bibliographic sources and resource agencies and persons to contact for assistance, and (2) a set of problems/questions designed to enable the vocational educator to check his or her understanding of the ideas presented in the module and to apply the principles discussed to, his or her own teaching situation. (Author/HD)

ED162123 08 CE018370

Adaptation of Vocational Education Programs for Special Needs: A Slide/Tape Presentation. Final Report. Research Series Number 62.

North Dakota Univ., Grand Forks. Dept. of Home Economics and Nutrition.

Jun 78 30p.; Not available in hard copy due to light print in original document

Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ North Dakota

A slide/tape series entitled "Vocational Education and the Special Needs Student" was developed in North Dakota to illustrate adaptations that vocational education teachers have made for special needs students (mentally handicapped, physically handicapped, and disadvantaged) and to serve as a basis for discussion at inservice and preservice levels of teacher education. A twelve-to-fifteen-minute presentation was produced for each of seven vocational service areas: agriculture, distributive education, health, home economics, industrial arts, office education, and trade/technical education. Each slide/tape shows interviews with a minimum of three teachers and support-staff members representing rural and urban programs. Chosen through a needs assessment survey as priority inservice needs, the topics covered include interpersonal relationship skills, identifying students, curriculum adaptations, teaching techniques, job placement, and evaluation of students. Following their presentation at the regional Education Professional Development Act (EPDA) special needs seminar in February and March, 1978, they were evaluated by the majority of seminar participants as good to excellent. An advisory committee also viewed the series and recommended that it be shown at the All Service Conference in conjunction with discussion groups. (The appendixes contain the results of the needs assessment survey, the interview questions used in each presentation, a list of the teachers interviewed, and a summary of the evaluation by seminar participants.) (ELG)

ED136502 EC100017

Program Resources for Secondary Handicapped.

Northeast Area Learning Resource Center, Hightstown, N.J.

76 256p.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Contract No.: 300-75-0036

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

The resource guide provides information on 79 exemplary secondary programs serving handicapped youth in seven states (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island, and Vermont) and on instructional materials for use in a resource room or learning resource center collection in secondary and vocational education for the handicapped. Project profiles are presented alphabetically under the appropriate state and include the following information: project director, years in operation, cost per child, funding sources, other affiliations, student population, site description, project staff (number of personnel and type of inservice training), and program information (goals and objectives, description of methods and content of instruction, screening and testing, use of community resources, parent involvement, evaluation, and dissemination capabilities). Information (such as publisher, brief description, and cost) is also given on instructional materials in seven content areas--consumer education, driver education, language arts, mathematics, science, self-development skills, and vocational education. In addition, a publisher's index and a table listing programs by state are provided. (SBH)

EJ000858 EC500076
An Examination of Some Assumptions in the Vocational Rehabilitation of the Mentally Retarded
Olshansky, Simon
Ment Retard, 7, 1, 51-3 69 Feb

ED142767 08 CE011779

Mainstreaming the Handicapped in Vocational Education. Serving the Mentally Retarded.

Smith, Claudette

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

77 69p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 868

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Grant No.: G007500391

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or who will be serving the handicapped in regular vocational education settings, this module, dealing primarily with the educable mentally retarded (EMR), is designed to (1) explain what mental retardation is and to explore the range of vocational capabilities of the mentally retarded student, (2) present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the retarded student, and (3) provide listings of resource agencies and further readings to assist the vocational educator who is working with the mentally retarded. Important points in setting up an individualized instructional program for mentally handicapped students are considered and suggestions are made for modifying existing programs to overcome problems. Two final sections cover (1) bibliographic sources and resource agencies and persons to contact for assistance, and (2) a set of problems/questions designed to enable the vocational educator to check his or her understanding of the ideas presented in the module, and to apply the principles discussed to his or her own teaching situation. (Author/HD)

EJ064868 EC050092
Modification of Vocational Behavior In a Community Agency for Mentally Retarded Adolescents
Trybus, Raymond J.; Lacks, Patricia B.
Rehabilitation Literature, 33, 9, 258-66 Sep 72

ED142747 08 CE011759

Mainstreaming the Handicapped in Vocational Education. Developing a Plan for Action.

Weisgerber, Robert

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

77 23p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 808

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Grant No.: G007500391

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended as a practical tool useful for instructing one or more handicapped students, along with nonhandicapped students, in regular vocational classes. (The module is meant to be used after the study of related modules in this series, which cover developing a general understanding, developing a positive attitude, serving the orthopedically handicapped, serving the mentally retarded, serving the visually handicapped, and serving the communication impaired.) In completing this plan for action, the author notes that it is assumed that the educator either has a particular student in mind, or has access to an information file that would be sufficient for making reasonable inferences and judgments about student needs and abilities. Each page of this module represents a step in the process; either in the planning of instruction, carrying out the instructional plan, or evaluating the outcomes of instruction. Key elements involved in each step are listed, and space is provided for write-in entries that fit the specific situation and student(s) involved. At the bottom of each page, room has been provided for comments by administrators, workshop coordinators, or professors engaged in preservice or inservice training. (Author/HD)

ED142748 08 CE011760
Mainstreaming the Handicapped in Vocational Education. Serving the Orthopedically Handicapped.
Weisgerber, Robert
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
77 53p.; For related documents see CE 011 759-761, CE

778-781, and CE 011 868
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Grant No.: G007500391
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or who will be serving the handicapped in regular vocational education settings, this module, concerned with the orthopedically handicapped student and with the health impaired student, is designed to (1) explain what orthopedically handicapped means and to explore the range of vocational capabilities of the orthopedically handicapped student and the ways in which the vocational educator can help these students develop their full vocational potential, (2) present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the orthopedically handicapped student, and (3) provide listings of resource agencies and further readings to assist the vocational educator who is working with the orthopedically handicapped. Important points in setting up an individualized instructional program for orthopedically handicapped students are considered and suggestions are made for modifying existing programs to overcome problems. Two final sections cover (1) bibliographic sources and resource agencies and persons to contact for assistance, and (2) a set of problems/questions designed to enable the vocational educator to check his or her understanding of the ideas presented in the module and to apply the principles discussed to his or her own teaching situation. (Author/HD)

Instruction:

Journal Articles

Alper, Sandra. "The Influence of Academic Information on Teachers' Judgments of Vocational Potential." *Teaching Exceptional Children*, Vol.44, No. 7, April 1978, pp.537-538.

CONTENT

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1. Investigated possibility that secondary special education personnel may be unduly influenced by IQ + achievement scores when making voc decisions about their students.
2. Primary purpose: to determine to what extent academic info influences teachers' judgments of voc potential of retarded persons.
3. Level of job difficulty and teacher attitude toward importance of academic skills for job success were also evaluated.
4. Results
    a. Teachers may be influenced by academic info when making voc decisions about their students
    b. Knowledge of IQ + academic achievement may cause teachers to underestimate or overlook more relevant voc skill info.

Brolin, Donn E. + D'Alonzo,
Bruno J. "Critical Issues in
Career Education for Handi-
capped Students." _Exceptional
Children_, Vol.45, No.4, Jan.
1979, pp.246-253.

CONTENT

1. general article about history + issues of career education for handicapped indivs
2. no info on voc assessment

(X)

MacMillan, Donald L. +
Semmel, Melvyn I. "Evaluation
of Mainstreaming Programs."
Focus on Exceptional Children,
Vol.9, No.4, Sept. 1977.

CONTENT

Article is concerned with mainstreaming process; primarily with evaluating whether or not mainstreaming is accomplishing its objectives.

Moyer, John R. + Dardig,
Jill C. "Practical Task
Analysis for Special Educators." *Teaching Exceptional
Children*, Vol.11, No.1, Fall
1978, pp.16-18.

CONTENT

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1. Article designed as guide for sp. ed. teachers in using the skill of task analysis in classroom.
2. Six different methods of task analysis are outlined, and applications are explained.

Wood, Lucia O'C.; Meyer,
Benjamin D.; Grady, Sandra
C. "Exceptional Adults Learn
in Broward Community College's
Continuing Education Program."
Teaching Exceptional Children
Vol.10, No.1, Fall 1977, pp.
7-9.

CONTENT

1. Article describes continuing education progs entitled "Educational Programs for Exceptional Adults" (EPEA) at Broward Community College, Fort Lauderdale, Florida, whose purpose is to meet educational, prevocational, recreational, + cultural needs of exceptional adults.
2. Students participate in programs designed to develop skills in oral + written communications, to develop acceptable attitudes toward good personal relationships; and to promote acceptance of established social and moral values for interpersonal + group relationships.
3. Thru participation in courses designed to better prepare them for world, students can attain better, more realistic appraisal of selves.

Instruction:

Reports/Papers

"Vocational Education for the
Handicapped: Special Paper,"
by Gregory Buontempo, Thomas
McNulty, + Daniel Ringelheim,
State of New Jersey Dept. of
Education, September 1974

CONTENT

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1. Handicapped person's ability to get + hold a job is important measure of success of his/her education.
2. Critical need of handicapped is for training which will give them marketable skill upon leaving education system - i.e. vocational education.
3. Section on federal legislation for more voc trng of handicapped.
4. Definitions of handicapped persons (12 different handicaps)
5. To develop prog designed to meet needs of handicapped student, a team approach (voc educator + sp ed personnel) is needed for long term voc development.
6. Strategy of voc preparation of handicapped consists of 5 phases:
    a. Voc Eval
    b. Self + Career Awareness
    c. Skill Trng
    d. Getting Started in a Real Job
    e. Follow-up

    Details on each of these in paper.
7. Also listing of types of voc progs for handicapped in New Jersey.

CEC Training: Assessment
and Evaluation in Career
Education, The Council for
Exceptional Children

CONTENT

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1. Federal requirements related to assessment of special needs learners (pp.7-11).
2. A Comprehensive System for Assessment and Evaluation (pp.12-25)
   - Phase I: Pre-Assessment
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3. Assessment of Occupational Needs (pp.26-31): job cluster info
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5. Individualized Vocation Plan (pp.55-58): sample
6. Assessment strategies (pp.59-62): forms for assessment
7. Follow-up Assessment Strategies, including:
   a. sample student follow-up questionnaire w/ sample cover letter
   b. sample employer follow-up surveys (specific + general)

(X)

Gardner, David C. "Survey of
Career Education for the
Handicapped in the Six New
England States." Final
Report for Grant No. G007501369
from Office of Education, HEW,
October 1977.

CONTENT

1. Sample consisted of 200 professionals known to be interested in topic of career ed for handicapped.
2. Purpose of survey (part of national survey) was to obtain data on nature of career ed programming in New England.
3. RESULTS:
    a. Few school systems or other career ed progs use Computer Career Guidance Systems for assisting handcapped in career development.
        1. Guidance Info System (GIS): 17 of 29 use
        2. Oregon Info Access System (OIAS): 5 of 28 use
        3. Computerized Voc Info System (OVIS): 4 of 28 use
        4. Education + Career Exploration System: (ECES) 4 of 28 use
        5. System for Interactive Guidance + Info (SIGI): 0 of 28 use
        6. Project Discover: 7 of 29 use
    b. p.18 - Table 10: Method/Activity for Involving Handicapped Students in Career Education
        1. Majority of respondents ALMOST ALWAYS/REGULARLY use (unspecified) methods/activities to develop understanding of self and develop positive attitudes.
        2. Majority REGULARLY/SOMETIMES help students relate learnings to occupations; learn economic significance of work, levels + types of work, intrinsic values of work; assess interests, aptitudes, etc.

Gardner, David C. "Survey of Career Education...." (continued)

CONTENT

c. Table 12, p.24:
   1. Question 6 - Job failure among mentally retarded: fail for interpersonal reasons rather than lack of specific work skills? 48 yes, 25 no (.01 significant)
   2. Question 12: Are voc assessment instruments used by your agency to place mildly handicapped in job preparation phase of career ed? 48 yes, 25 no (.01 significant)

4. Some recommendations (2 of which follow):
   a. Professionals in field of career ed need to understand relationship between personality variables + job failure or success. Efforts should be made to educate the many voc educators who stress voc skills to exclusion of other important work adjustment factors.
   b. Efforts should be increased to develop a variety of efficient and effective procedures for increasing ability of schools to predict voc trng success.

   ** "A recent study indicated that it is difficult to predict trng success in voc trng progs for mildly handicapped secondary students on basis of interest tests, exploration progs, + a variety of other indices (see Warren, S.A. + Gardner, D.C. Vocational Training for Disabled Students: A Handbook on Assessment, Boston, BU School of Education, USOE Grant No. G007500558, June 1977).

General Career Awareness/
Education information:

1. Booklet: Are You An Occupational Ignoramus?

2. Paper: Career Education-Description + Goals

3. Education Briefing Paper: Career Education

4. "Preparing Third Graders for Something Beyond Fourth Grade" - Interview w/ Dr. Kenneth B. Hoyt, U.S. Director of Career Education, reprint from Bell Telephone Magazine, March-April 1975

5. "Career Education: The Role of Adult Education" The Center for Vocational Education, Reprint of Information Series No. 81

6. "Application of Vocational Development Theory to Career Education", The Center for Vocational Education, Reprint of Information Series No.80

(X)

Paper: "Career Education for
the Mentally Retarded in the
Secondary Schools," by
Charles Kokaska, Ed.D.

CONTENT

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1. Discussion of mainstreaming.
2. (Paper not relevant to voc assessment + special needs)

(X)

Instructor's Manual to
accompany Children with
Exceptional Needs, A Survey
of Special Education -
M. Stephen Lilly. Prepared
by Frank R. Rusch, University
of Illinois. Holt, Rinehart,
& Winston, 1979.

(Survey itself needed.)

Instruction:

Books

Altfest, Myra (ed.),
Vocational Education for
Students with Special Needs:
A Teacher's Handbook.
Department of Voc Education,
Colorado State University,
Fort Collins, Colorado
80523, June 1975

CONTENT

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1. Handbook developed as result of Teachers' Workshops held throughout Colorado + funded by State Board for Community Colleges + Occupational Education.
2. Provides assistance in 3 areas:
   - a. Identifying disadvantaged + handicapped student
   - b. Identifying needs of disadvantaged + handicapped student
   - c. Providing for those needs.
3. Part II - Assessment of Student Needs
   - a. How to Use Health Records
   - b. How to Use Psychological Info from Diagnostic Tests (IQ tests, interest inventories, aptitude scores, personality profiles, perceptual motor tests)
   - c. How to use educational info from cumulative records
   - d. How to use social skills info based on teacher's observations
   - e. How to use work experience records (performance on job, physical stamina, work attitudes,prior work experience)

Appleby, Judith A. *Training Programs and Placement Services: Vocational Training and Placement of the Severely Handicapped.* Salt Lake City, Utah: Olympus, Publishing Co. 1978.

CONTENT

1. 152 summary descriptions of voc trng progs + placement services for severely handicapped indivs in US.
2. Three major types of rehab facilities:
    a. rehab workshops
    b. voc eval + work adjustment facilities*
    c. comprehensive rehab ctrs
    *voc eval + work adjustment facility = one that assesses all aspects of indiv's ability to function in work situation + that helps indiv develop attitudes, behaviors, personal habits, + relationships that facilitate his/her ability to engage in work.
3. Region I progs
    a. Vocational Occupational Program for Exceptional Children (VOPEC) - Bridgeport, CT (pre-voc + voc trng prog which prepares handicapped trainees for possible employment w/ Goodwill or sheltered workshop).
    * b. Comprehensive Rehabilitation Services Easter Seal Goodwill Industries Rehabilitation Ctr, New Haven, CT (comprehensive rehab ctr offering voc eval, work + personal adjustment trng, skill trng, work readiness trng, placement + follow-up, + sheltered workshop employment to the physically disabled, mentally retarded, emotionally disturbed, multiply handicapped, + severe language/perceptual-cognitive deprived).
        1. Voc assessment techniques used include:
            a. situational assessment (behavioral observation, usually at actual production tasks, work samples, or work readiness trng)
            b. work samples
            c. selected psychological testing
            d. job tryouts

CONTENT

2. Client not generally employable referred to treatment prog; client who is generally employable is assessed for specific employability + then recommended for schooling, on-the-job trng, or placement.

* c. Abilities + Goodwill, Inc., Portland, ME
  1. comprehensive voc rehab ctr certified by DOL as sheltered workshop providing diagnostic voc evals, work adjustment trng, + work activities, under contract agreement w/ Bureau of Rehab.
  2. Voc eval includes following assessment techniques:
    a. psychometric testing
    b. job analysis
    c. work sample/pre-voc experience (actual work behavior is observed in real work situation)
  3. Work adjustment trng - up to 52 wks of voc preparation that assists in developing attitudes, behaviors, personal habits, + responses to work environment that facilitate achievement of ability to engage satisfactorily in work activity. When client has progressed to employment readiness, recommendations made for:
    a. client enrollment in specific trng prog.
    b. OJT trng
    c. Job development/placement/follow-up
    d. Extended employment in sheltered workshop

d. Training Thru Placement (private), Ladd School, Exeter, RI
  1. total voc rehab prog offering voc trng, sheltered employment, job placement, follow-up after placement, personal + work adjustment trng, indiv counseling, social/recreation programs, horticultural

CONTENT

+ pottery therapy, + transportation to + from prog.

2. Serves adult clients (mentally retarded, physically disabled, multiply handicapped, + severe language/perceptual-cognitive deprived.

e. Sheltered Workshop, Middletown, RI
   1. part of trng prog + sheltered workshop prog - provides placement services to trainable mentally retarded

* f. Community Workshops of Rhode Island, Inc. Providence, RI
   1. Comprehensive voc rehab facility offering intake eval; training in work habits, social + living skills; academic instruction; indiv, group, + family counseling; placement, achievement, work sample, + performance testing; + voc adjustment rating scale; psychological eval; services to homebound clients; placement in sheltered workshops + competitive employment; + follow-up after placement.

* g. Sheltered Workshop, RI Association for Blind, Providence, RI
   1. Offers voc eval, trng, + employment for clients who can be placed in state's industrial community or within workshop itself.
   2. Serves primarily visually handicapped, but 25% of clients may have handicaps other than visual ones.
   3. All clients evaluated thru achievement testing, instructor + staff observation checklists, performance tests, voc. adjustment rating scales, + anecdotal records, psychiatric exams, psych. eval. + placement testing (last 3 used as needed).

Appleby, Judith A. Training Programs and Placement Services (continued)

CONTENT

h. J. Arthur Trudeau Memorial Ctr, Warwick, RI
   1. Sheltered workshop that functions as day care ctr and work activities ctr for mentally retarded, physically disabled, multiply handicapped

Appendix A in this book specifies type of agency + handicapped group receiving services. None of 8 organizations in NE qualifies as "voc eval + work adjustment facility" although Comprehensive Rehab Services in CT is listed as Comprehensive Rehab Facility.

Appendix B specifies types of services provided by each organization. Four of the 8 organizations in New England offer some vocational evaluation, and those 4 are indicated with asterisk (*).

100 of 152 institutions in book specified that they offered voc eval. In most instances, no specifics given of what voc eval entails.

Bigge, June L. with O'Donnell.
Patrick A. *Teaching Individuals
with Physical and Multiple
Disabilities.* Columbus, Ohio:
Charles E. Merrill Publishing
Company, 1976.

CONTENT

1. Chapter 10: Academics
   - Several sections concerned w/ assessment of perceptual skills (reading level + comprehension skills) in the physically disabled.
2. Chapter 12: Work
   a. mentions that work evaluation is an exploratory eval process to provide reliable performance info which can help counselor + client establish practical, mutually acceptable, realistic voc goals + that work eval is one of five major progs of service provided in some comprehensive rehab facilities, hospital rehab ctrs, sheltered workshops, + other rehab facilities.
   b. At the end of Chapter 12, there are lists of certain skills and adaptive behaviors we consider essential tools toward life management. (Some related to voc assessment, pages 257 to 261).
3. *Teaching Individuals with Physical and Multiple Disabilities* is designed for teachers, consultants, supervisors, + others who teach + develop curriculum for indivs w/ physical + multiple disabilities. Primarily directed toward teaching children as opposed to adults.

Smith, Robert M. Clinical Teaching: Methods of Instruction for the Retarded. New York: McGraw-Hill Book Company, 1968.

CONTENT

1. Directed toward teaching children.
2. Chapter 10: "Preparation for Gainful Employment" is concerned with readying students for working, academic preparation, work-study programs (no info on voc assessment)

Student Needs:

ERIC

EJ044297 CG503436
Nondebilitating Diseases and Industrial Hiring Practices
Harkness, Charles A.
Vocational Guidance Quarterly, 20, 1, 52-55 Sep 71

Conclusions are tentative, but the author stresses that when the industrial world recognizes fully that medicinal and mechanical aids to overcoming a nondebilitating handicap are available, the employment situation for the disabled will change. (Author)

EJ062018 EC042533
Value of Rehabilitation Services and Correlates of Vocational Success with the Mentally Retarded
Brolin, Donn
American Journal of Mental Deficiency, 76, 6, 644-51 May 72

EJ005731 CG500508
Congruence of Work-Related Needs and Abilities: Transitional Psychiatric Patients and Normals
Purvis, Sharon A.
J Employment Counseling, 6, 2, 64-71 69 Jun

ED098760 EC070482
Potentials of Rubella Deaf-Blind Children.
Smith, Benjamin F.
4 Apr 74 20p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Potentials of three classifications of rubella deaf blind children are discussed. Potentials for children at the middle trainable level and below are discussed for the areas of communication skills, daily living skills, mobility and orientation, vocational effort, and self-control and social interaction. For children in the upper trainable through lower educable level, consideration is given to potentials in communication skills, independent daily living skills, mobility and orientation, vocational effort, and social interaction and recreational skills. Potentials for middle educable and above children are discussed for the areas of communication skills, independent daily living skills, mobility and orientation, vocational training and social interrelationships, and recreation. Attention is given to types of facilities and resources to meet needs of deaf blind persons as adults. The role of the general public is considered. (MYS)

Student Needs:

Reports/Papers

Paper: "Self Concept +
Classroom Motivation: How
To Improve It" by Richard
S. Kay, Brigham Young Univ.

CONTENT

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1. Motivational problems occurring in + out of classroom may be treated as self-concept problems.
2. Assuming that success + failure expectations lie at opposite ends of a continuum, it is suggested that the closer an indiv is to the success end of continuum the more productive + desirable his motivational state.
3. Article outlines principles for improving classroom motivation, taking into account the above.

Student Needs:

Books

Readings in Work Evaluation 1.
Materials Development Center,
Institute for Vocational
Rehabilitation, Stout State
University, 1970.

CONTENT

1. collection of articles pertinent to work eval
2. Articles include:
    a. The Professional in Vocational Eval (Speiser)
        1. reviews various factors which influence roles + involvements of professionals in voc eval
        2. some factors: environment, goals, concepts, techniques, + personal characteristics of voc evaluators
    b. Clinical Assessment, Human Ecology, + Social Responsiveness in Voc Rehabilitation: The Psychologist's Dilemma (Buddenhagen)
        1. Psychological assessment cannot be complete in the absence of procedures permitting candidate to demonstrate capabilities in actual situation for which placement is being contemplated. Paper-pencil psychodiagnostics should be eliminated.
        2. As soon as functional analysis is included, whatever else was contained in assessment is likely rendered superfluous.
        3. Also, an assessment must contain a specific number of definable tests or procedures so that everyone involved will understand what constitutes a "complete" assessment.
        4. Rehabil. agencies should spend money on activities not so much for the purpose of screening as for the purpose of discovering strengths + weaknesses + providing training for the elimination of the latter.
        5. Author believes that money now spent on paper + Pencil psychodiagnostics in name of complete psychological assessments

Readings in Work Evaluation (continued)

#2

CONTENT

could be better spent in arranging for functional or ecological analyses, i.e., in analyzing candidate's performance in situations closely resembling his proposed future ecology.

6. Author: At present, successful voc rehab depends not so much upon finesse of rehab agencies to train + place candidates in profitable + productive positions as it does upon finesse of agency to exclude high risk candidates.

c. Voc Eval in the Public Schools (Krantz)
   1. general discussion of voc eval, also voc eval/special ed/voc ed/disadvantaged youth.
   2. Section on present issues in voc eval
   3. Voc eval in public schools in Minnesota - illustrations of programs
   4. Section on Future Issues

d. Voc Eval w/ Mentally Ill Clients (Cubelli)
   1. Factors influencing voc eval of mentally ill
   2. Voc eval of mentally ill demands attention to subjective social + psychological forces which constitute disorder. Attitudes of rehab workers critical in this process.
   3. Since attitudes are influenced by administrative considerations, it becomes essential that administrators of organizations providing rehab services understand + accept realities involved.
   4. Within such an environment, mentally ill have best opportunity to attain maximum functional levels by constructive use of growing sophistication among rehab workers in voc eval.

Readings in Work Evaluation 1
(continued) #3

CONTENT

e. Special Problems in Voc Eval of the Deaf (Walker)
   1. In addition to client's intelligence, educational level, voc aptitude + interests, + personal + social adjustment, factors of language ability + communication ability + skills must also be measured for deaf.
   2. This article deals with factors of personal + social adjustment + factor of communicative skill since these often cause a work evaluator special problems + often are not covered in process of work eval.
   3. Evaluator must recognize necessity of determining how well or how poorly a deaf client relates to + gets along w/ his/her fellow workers, peers in social setting, + family members.
   4. Since there is relationship between communication + job stability, work evaluator should be prepared to indicate how well a person communicates w/ his supervisors + fellow workers. Indiv's ability to communicate + receive communication must be evaluated.
   5. Whole person must be appraised.

f. The Validity of Pre-Vocational Eval Predictions in the Community Workshop (Handelsman)
   1. Article is a report on validity of a "work-sample" program intended to improve assessment of voc potential of disabled clients.
   2. Article includes description of work-sample prog, procedure of study, results, + discussion.
   3. This follow-up study investigated the accuracy of pre-voc eval predictions as they related to post-Workshop job adjustment.

CONTENT

4. Actual outcomes were viewed in terms of voc adjustment which in turn was based upon employment.
5. Major findings: 41% of clients achieved successful adjustment into private employment.
6. Pre-voc eval predictions made at conclusion of prog were substantiated by follow-up results.
7. Intelligence + previous work experience were significantly associated with successful post-Workshop job adjustment.

8. The Role of the Courtesy Counselor in a Work Eval Ctr (Hansen, Ed.D.)
   1. To help meet + solve many of problems between rehab counselors + work evaluators, a courtesy counslor should be stationed at the work eval ctr where voc eval + work adjustment is taking place.
   2. Courtesy counselor can:
      a. facilitate communication;
      b. be identified w/ rehab prog as its representative
      c. participate within both agencies
      d. be involved w/ staff development
      e. be involved w/client for counseling.
      f. assist rehab counselor in planning of placement of clients
      g. be focal point in helping referring rehab counselor channel appropriate clients into rehab ctr.
      h. supervise interns.

CONTENT

h. Report Writing in Voc Eval (Coffey)
   1. Need for standardized method of reporting
   2. Order + planning necessary in report
   3. Effective voc eval report is logical, well-planned, carefully written means of communicating vital voc info about a client.
   4. Article addresses principles, content, efficiency, structure, formulation of a voc eval report as well as problems.

Counseling:

ERIC

ED149561 EC104152

Guidance, Counseling, and Support Services for High School Students with Physical Disabilities: Visual, Hearing, Orthopedic, Neuromuscular, Epilepsy, Chronic Health Conditions. Includes State Resource Directory.

Foster, June C.; And Others

Technical Education Research Center, Cambridge, Mass.

77 795p.; Request Resource Directory for specific state

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.

Grant No.: G007500722

Available from: Technical Education Research Centers, 44 Brattle Street, Cambridge, Massachusetts 02138 ($15.00 includes manual and resource listing for your state: $8.50 complete resource listing for 50 states)

EDRS Price MF-$1.50 Plus Postage. HC Not Available from EDRS.

Intended for use by high school guidance personnel, the two volumes provide general information and a resource guide on physical disabilities including visual impairment, hearing impairment, orthopedic handicap, neuromuscular handicap, epilepsy, diabetes, and other chronic health conditions. The first section provides an overview of each of the physical disabilities and health problems. The section on coordinating the delivery of services gives information on strategies for planning, coordinating, and delivering services; inservice training; and materials. Personal adjustment is discussed in terms of attitudes toward persons who are physically disabled, self concept, adjustment to physical disability, sexuality and family life, development of independent living skills, development of recreational interests and skills, interpersonal relationships, group counseling, group bibliotherapy, and personal adjustment materials. Educational placement, course selection, and architectural accessibility are among topics considered in the section on educational planning. A chapter on career development and guidance examines such topics as special concerns in counseling disabled students, job seeking, and work oriented activities. Discussed in relation to vocational assessment are sites and components of vocational assessment and work adjustment. Topics covered in the chapter on psychometric testing include the Public Law 94-142 mandate on protection of human subjects, guidelines for nondiscriminatory testing, and specific guidelines for testing disabilities. Suggestions for job placement and parent involvement are also given. Provided are sources for ordering materials and a resource guide. A separate volume contains detailed listings of organizations and directories by state. (DB)

Administrative Issues:

ERIC

ED142001 EC101359

Evaluating Vocational, Occupational, Technical, Education (VOTE) Programs for the Handicapped on Occupational Education. An Evaluation Guide for Program Managers and Program Evaluators.

Alvir, Howard P.

77 17p.

Available from: Howard P. Alvir, 27 Norwood Street, Albany, New York 12203 (For hard copy information, send a stamped self-addressed envelope)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Provided are hypotheses and evaluation forms to evaluate vocational-occupational-technical education (V.O.T.E.) programs whose purposes include the mainstreaming of handicapped students. Materials are geared toward testing the following five hypotheses: most occupational administrators can cite specific examples of formal or informal evaluations they conduct on a regular basis; most of the evaluations are used in formal or informal decision making; most of these decisions refer to some sort of resource allocation; most of these administrators perceive typical formal evaluation studies to be either irrelevant or unusable in their decision making; and most of these administrators perceive typical informal evaluations cited by their peers to be relevant and usable. Also provided is a glossary of terms and a test to pick out the most effective plan for each of five criteria. (SBH)

ED152032 EC104160

Evaluation Items, Null Hypotheses, and Instruments for the Evaluation of Occupational Programs for the Handicapped.

Alvir, Howard P.

78 38p.; For related document, see ED 129 848

Available from: For information on price send a stamped self addressed envelope to: Claire Gelinas, 27 Norwood Street, Albany, New York 12203

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Presented are materials for evaluating vocational-occupational-technical higher education programs for handicapped students who are mainstreamed alongside non-handicapped students. Included are sample materials designed to implement the theory and principles discussed in a previous work on evaluating occupational programs for the handicapped. The paper contains sections on the following topics: assumptions behind the evaluation; the training of evaluators; evaluation design; instrumentation; and descriptions of tabulation and significance level of the instrument's statistical analysis. A section on variables to be investigated, such as the age and gender of the student and his year in school, includes sample forms (cross-referenced to evaluation items) for recording them. The section on dependent variables (i.e. student records, future plans, and ability to function in the hearing-seeing world) is also accompanied by forms for recording them and is also cross-referenced to evaluation items. (MH)

ED090761 EC070483

Selected California Education Code Sections Pertaining to Programs for Mentally Retarded Pupils.

California State Dept. of Education, Sacramento. Bureau for Mentally Exceptional Children.

1 Feb 74 24p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The document presents selected California Education Code sections pertaining to programs for mentally retarded pupils. Major topics included are county school service fund, coordination of county special education programs, provisions for schools or classes, transportation, certification of funds required, county tax, admission and placement, testing, misplacement, integrated programs, special classes, apportionment, occupational training programs for physically handicapped and mentally retarded, reimbursement to district, and funding. (MYS)

ED159851 EC112180
Vocational Education of Handicapped Students: A Guide for Policy Development.
Davis, Sharon; Ward, Michael
Council for Exceptional Children, Reston, Va.
78 95p.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Grant No.: G007604704
Available from: Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($5.00, Publication No. 182)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: ENGLISH
Geographic Source: U.S./ Virginia

Designed to assist state and local educational agencies and intermeidate educational units in developing administrative policies for the vocational education of handicapped students, the manual address present policy areas and administrative concerns. Guidelines are presented for policy development in the following nine areas (examples of subtopics in parentheses): planning and administration (cooperation with vocational rehabilitation and other agencies); identification of students (referrals); vocational assessment (vocational counseling and observation of work behavior); individualized education programs; program placement (least restrictive environment and periodic review); service delivery (coordination of services and vocational education modifications); facilities and equipment (accessibility of new construction and adaptive services); personnel (student/staff ratio and inservice training); and fiscal management. (CL)

ED163747 EC112877

Vocational Education for the Handicapped: Resource Guide to Federal Regulations.

Halloran, William; And Others

Texas A and M Research Foundation, College Station.; Texas Education Agency, Austin.; Texas Regional Resource Center, Austin.

Apr 78 267p.; Not available in hard copy due to marginal legibility of print

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.: DHEW-OE-498AH70179

Grant No.: G0077002536

Available from: Texas Education Agency, 201 East 11th Street, Austin, Texas 78701 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Texas

Government: State

The report analyzes regulations and considers implications for special and vocational educators of Section 504 of the Rehabilitation Act of 1973, the Education for All Handicapped Children Act, and the Vocational Education Act of 1963, amended in 1976. Initial sections focus on the content of the laws, while a separate chapter compares the regulations and considers implications for such aspects as definitions, educational placement, individualized education programs, personnel development, funding, and vocational guidance and counseling. Nearly one-half of the document is composed of appended Federal regulations. (CL)

ED164854 08 CE01800?
Identification, Description, and Evaluation of Vocational
Education Programs at the Metropolitan Community Colleges in
Kansas City, Missouri. Final Report - Volume I.
Harris, Zelema; Eros, Dean
Metropolitan Community Colleges of Kansas City, Mo. Div. of
Planning and Development.
Aug 78 190p.: For a related document see CE 018 869 : Best
copy available
Sponsoring Agency: Bureau of Occupational and Adult
Education (DHEW/OE), Washington, D.C.
Bureau No.: 498AH70067
Grant No.: G007701904
EDRS Price MF-$0.83 Plus Postage. HC Not Available from
EDRS.
Language: English
Geographic Source: U.S./ Missouri
The project's purpose was to implement a vocational
curriculum evaluation model developed by the Metropolitan
Community College (MCC) District. The model was formatively
field tested with ten MCC vocational programs and implemented
in the evaluation of twenty-four vocational programs. The
model's criteria was based on the program's (1) relationship
to job market profile, (2) level of occupational community
support, (3) meeting vocational aspirations of students, (4)
student performance, (5) cost effectiveness, (6) meeting
handicapped and disadvantaged students' needs, and (7)
demonstrating sex fairness. Model implementation included the
revision, administration, and collection of questionnaires.
Questionnaires surveyed program completers and leavers,
current students, handicapped and disadvantaged students,
occupational communities, employers of program graduates and
program faculty. (Sample questionnaires are appended.) Other
data sources included labor statistics, program costs and
enrollment figures, and program facility information. Analyses
results were plotted on a program evaluation profile for each
program evaluated. The profile points out program strengths
and weaknesses and can be used by administrators and others as
the data base for decision making policy. The model includes a
procedures manual which facilitates replication. (In addition
to the sample questionnaires, a facilities checklist and
evaluation profiles for the twenty-four programs are
appended.) (For the procedures manual see CE 018 869.)
(Author/CSS)

ED164855 08 CE018869 Implementation of a Vocational
Procedures Manual for the Developed at Metropolitan
Curriculum Evaluation Model
Community Colleges in Kansas City, Missouri . Final Report -
Volume II.
Harris, Zelema; Eros, Dawn
Metropolitan Community Colleges of Kansas City, Mo. Div. of
Planning and Development.
Aug 78 112p.; For a related document see CE 018 868
Sponsoring Agency: Bureau of Occupational and Adult
Education (DHEW/OE), Washington, D.C.
Bureau No.: 498AH70067
Grant No.: G007701934
EDRS Price MF-$0.83 Plus Postage. HC Not Available from
EDRS.
Language: English
Geographic Source: U.S./ Missouri
The procedures manual, developed for the vocational
curriculum evaluation model, details the process used to
evaluate programs. In the first of eight sections, the manual
presents seven criteria for judging the program: (1) meeting
job market needs, (2) meeting past-present students'
vocational aspirations, (3) demonstrating graduates'
successful performance, (4) receiving occupational community
support, (5) demonstrating cost-effectiveness, (6) meeting
handicapped and disadvantaged students' needs, and (7)
demonstrating sex fairness. (Twenty-nine sub-criteria are
appended.) The criterion measures which are detailed in the
report are the questionnaires for the advisory committee,
current students, graduates, employers, occupational
community, and program head. A program cost form,
cost-effectiveness rating form, and a facilities checklist are
also explained. Section 2 identifies and defines the survey
population. The third section discusses budget and enrollment
figures, indexes for the college, labor market projections,
and program competencies and checklists. Section 4 reviews the
data collection procedures, and the following section provides
extensive directions for data analysis. In the sixth section
directions are given for utilization of the evaluation score
sheet. Program and composite evaluation profiles are explained
in section 7, and the final section makes recommendations for
use of the model. (For the description of the vocational
curriculum education model see CE 018 868.) (CSS)

ED160891 08 CE018406
Needs Assessment Procedure: Mainstreaming Handicapped.
Volume I. Final Technical Report.
Hughes, James H.; Rice, Eric
System Sciences, Inc., Chapel Hill, N.C.
May 78 18p.; For a related document see CE 018 407
Sponsoring Agency: Bureau of Occupational and Adult
Education (DHEW/OE), Washington, D.C. Div. of Research and
Demonstration.
Bureau No.: 498AH70191

Contract No.: G007700070
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ North Carolina

The design and development of a needs assessment procedure
to assist local vocational education administrators in
planning a mainstreaming approach for handicapped students in
vocational education was the purpose of this study. The
methodology involved a review of the literature on the general
mainstreaming topic, program planning, needs assessment
procedures, barrier identification and analysis, program
evaluation, mainstreaming handicapped in vocational education,
and related areas and issues. Also, interviews were conducted
with special education directors in five school systems. From
the studies and reports reviewed, a procedure was designed and
developed. It is conceptually based on a program planning and
evaluation model with four components: (1) needs assessment
and barriers identification; (2) development of strategies to
meet needs and overcome barriers; (3) implementation of
planned strategies, and (4) evaluation. The procedure features
the nominal group process technique in the needs assessment
and barriers identification phase, and the force field
analysis technique in the development and selection of
alternative strategies. An administrator's manual was prepared
to guide application of the needs assessment and planning
procedure at the local education agency level. (It is
available as CE 018 406, Volume II of this two-volumed
report.) (Author/JH)

ED160892 08 CE018407
Needs Assessment Procedure: Mainstreaming Handicapped. Volume II. A Manual for Vocational Education Administrators. Final Report.
Hughes, James H.; Rice, Eric
System Sciences, Inc., Chapel Hill, N.C.
May 78 88p.; For a related document see CE 018 406
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Bureau No.: 498AH70191
Contract No.: G007700070
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Language: English
Geographic Source: U.S./ North Carolina

Intended to assist local vocational education administrators in needs assessment and planning procedures for mainstreaming handicapped students, this manual presents a five-step process: (1) needs assessment and barrier identification (includes instruction in the nominal group technique process); (2), goal, objective, and strategy development (a general planning model is presented along with instructions on formation of a local planning committee); (3) criteria and process for strategy selection (use of the Force Field Analysis technique is presented); (4) planning activities for strategy implementation; and (5) planning for evaluation (types of evaluation, measurements, and preparation of an evaluation plan are discussed). Included in the appendixes are an instructional pamphlet which gives an overview of mainstreaming (history, legislation, definition) and lists of resources: organizations, institutions, and agencies; instructional materials (names, addresses, and brief description given); and planning materials (names, addresses, and brief description given). (The report of the project which developed and produced this manual is available as Volume I, ED 018 406.) (JH)

ED109192 TM004642

The Evaluation of Vocational Education Special Needs Programs.

Kiefer, Charles C.; Voelkner, Alvin R.

Apr 75 20p.; Paper presented at the Annual Meeting of American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

A variety of special needs programs were funded by the Michigan Department of Education in 1972. Data collection instruments were developed to evaluate these programs and data were gathered. This initial effort was important in the movement toward implementation of a more sophisticated evaluation design. Specifically, the paper discussed the final results and conclusions of the initial study, the methodology and tentative findings of a more comprehensive 1974 study, and plans for future evaluations emphasizing methodological considerations. (Author)

ED150454 08 CE015124

Handicapped Persons in Wisconsin's Vocational, Technical, and Adult Education Districts: Assessment of Educational Techniques and Identification of Barriers.

Kumar, Vasant

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Jul 77 97p.; For a related document see CE 014 522 ; Some parts of appendix may not reproduce clearly

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: G007604416

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Findings relating to two of Project PEP's objectives are dealt with in this report: (1) to evaluate special needs projects in the areas of agriculture, business, home economics, trades and industry, health, distributive education, and prevocational programs at the sixteen vocational, technical, and adult education (VTAE) schools in Wisconsin to discover which techniques were successful in the instruction of the handicapped, and (2) to analyze and report on the barriers in Wisconsin VTAE schools which prevent the handicapped from enrolling in or completing vocational training programs. (Project PEP--Program Evaluation and Planning--involves evaluating current vocational programs and identifying handicapped students and their vocational needs for the period 1977-1982.) Following the introductory chapter, chapter 2 describes the project methodology, which involved a literature search, site visits to each of the sixteen VTAE districts, and administering the Techniques and Barriers Survey, compiled by the project and including four parts covering personal information, successful teaching techniques, barriers to enrollment in vocational programs, and barriers to completion of vocational programs. The interpretation of the data on personal information, successful teaching techniques, barriers to enrollment in vocational programs, and barriers to completion of vocational programs is presented in chapters 3 through 6 respectively. Chapter 7 contains a summary and a list of recommendations. Nineteen data tables supplement the text. (SH)

ED146747 EC103051 ! ·Laws → Programs

Programming for Handicapped Students at the Secondary Level: Responding to Public Laws: Administrator's Manual.

Moore, Jean ~~J., Ed.;~~ Engleman, Vance S., Ed.

Southwest Regional Resource Center, Salt Lake City, Utah.

Sep 77 75p.; A product of the Regional Resource Centers' National Topical Conference (Salt Lake City, Utah, June 21-23, 1977)

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: OEC-0-74-7893; OEC-0-7894

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Designed in response to three pieces of legislation (Public Law 94-142, Section 504 of Public Law 93-112, and vocational education legislation in Public Law 94-482), the administrator's manual provides information on planning the full spectrum of appropriate services needed in educational programs for handicapped students at the secondary level. The manual is divided into four areas: the Operational World which focuses on the development of appropriate services; the Student World which focuses on the kind of information necessary to assure appropriate student placement; the Training World (divided into programs, and instructional materials and equipment sections) which focuses on the cascade of placement options; and the Work World which focuses on the maximizing of career options. For each of the four areas major functions and components are identified, the related statutes are cited, and recommended practices are detailed. Additional empty columns are provided for inclusion of state laws and regulations, and for jotting down identified local resources. Among the functions covered in the areas are the following: personnel development, individualized educational programs, individual vocational training, adaptive equipment and adapted work settings, and job placement. Appended are a directory of contributors and a conference schedule. (SBH)

ED144334 EC102457

Expanding Options for Handicapped Persons Receiving Vocational Education.

West Virginia Coll. of Graduate Studies, Institute.

Jun 76 231p.: Proceedings from West Virginia's Training Institute (West Virginia Institute of Technology, Montgomery, West Virginia, June 14-18, 1976)

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Contract No.: OEC-0-74-7804; OEC-0-74-7903

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Resulting from a West Virginia training institute, the document provides guidelines (in outline form) for stimulating change in vocational education for handicapped students at the secondary level. Section I on the operational world provides a basis for developing sound organization needed for proper implementation of the guidelines. Steps geared toward national and regional, state agencies, district and community, and secondary school personnel cover the areas of funding power, personnel development, program development, and Local Education Agency plan writing and accountability. A second section focusing on the student world offers guidelines for due process procedures, parent participation, confidentiality of data, and module review relating to identification and referral, assessment and individual plan modules, placement and program modules, and monitoring and evaluation modules. Section III on the training world gives information on curricula content, available materials, teaching methods, and training environments for career preparation, formal studies, skill development, and work adjustment. In a final section on the work world, steps related to research resources, pre/inservice training, network integration, and outcome guarantees are explained for job marketing, job development, job placement, and job followup. Appended are a training manual, directory of contributors, data from institute evaluation, and a sample institute certificate. (SBH)

Administrative Issues:

Journal Articles

(X)

Brolin, Donn, and Wright,
George N. "Implementing
Rehabilitation Recommendation
for the Mentally Retarded."
American Journal of Mental
Deficiency, Vol.75, No.5,
1971, pp.586-592.

CONTENT

1. Investigation concerned with extent to which 5 types of recommendations from an eval ctr for retarded were implemented and variables related to their implementation.
2. From a follow-up questionnaire + eval ctr records, data were obtained on 229 former out-patients of a diagnostic ctr, mostly non-institutionalized, ranging in chron age from 15-51 and in IQ from 40-89.
3. Caseworkers reported on extent to which recommendations were followed, + related influence of 17 variables in implementing different types of recommendations (i.e. social, medical, psychological, vocational, or educational).
4. Findings indicated that influence of different variables on implementation of recommendation varies according to type of recommendation + sex of client.
5. Importance of family found to be particularly related to client's rehabilitation.
6. MacDonald Voc Capacity Scale (VCS) + Client's Eval Report (CER) were used to measure voc potential.
   - Other tests used: Wechsler Adult Intelligence Scale (WAIS), Wide Range Achievement Test (WRAT), + Vineland Social Maturity Scale (VSMS).
7. (Info in this article not particularly appropriate for voc assessment.)

Razeghi, Jane Ann + Davis,
Sharon. "Federal Mandates
for the Handicapped: Vocational
Education Opportunity
and Employment." Exceptional
Children, Vol.45, #5, Feb.
1979, pp.353-359.

CONTENT

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1. Legal discussion of what PL 94-142 and 94-482 require.

Administrative Issues:

Reports/Papers

CEC Training: Assessment
and Evaluation in Career
Education, The Council for
Exceptional Children

CONTENT

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1. Federal requirements related to assessment of special needs learners (pp.7-11).
2. A Comprehensive System for Assessment and Evaluation (pp.12-25)
   - Phase I: Pre-Assessment
   - Phase II: Formative Assessment
   - Phase III: Summative Assessment
   - Phase IV: Ultimate Assessment
3. Assessment of Occupational Needs (pp.26-31): job cluster info
4. Preassessment/Strategies for Assessing Present Level of Performance (pp.33-54): collecting info concerning special needs students in voc ed prog, including performance sample w/ eval form
5. Individualized Vocation Plan (pp.55-58): sample
6. Assessment strategies (pp.59-62): forms for assessment
7. Follow-up Assessment Strategies, including:
   a. sample student follow-up questionnaire w/ sample cover letter
   b. sample employer follow-up surveys (specific + general)

Paper: Meyer, Judy. "Self-Evaluation Guide for Local Districts for Vocational Education of Handicapped Students." Center for Human Resources, College of Business Administration, University of Houston, Houston Texas

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CONTENT

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1. Paper addresses the importance of the statement of program philosophy and development of specific objectives, process evaluation, + summarization.

2. Questions for self-evaluation
   a. Evaluation of vocational programs
   b. Coordination of effort
   c. Administrative coordination
   d. Product evaluation - follow-up
   e. Summary of evaluation results

3. Appendices include program evaluation check list and evaluation questionnaire for program personnel.

(X)

Regulations for the Implementation of Chapter 766 of the Acts of 1972: The Comprehensive Special Education Law

SECTION II

INSTRUMENTS AND SYSTEMS

Part 1: Instruments

SECTION II
INSTRUMENTS AND SYSTEMS

Information in this section is presented in two major parts - Part 1, Instruments and Part 2, Systems - each of which then follows the A, B, C subdivision format of other sections. Part I contains listing of individual instruments used to assess factors falling into one of five groups: Vocational Skills, Interests, Academic Skills, Behavior/Attitudes, and Career Planning. Part 2 contains listings of the major vocational assessment systems, e.g. Valpar, Singer. Since these systems generally are used to collect student data simultaneously from any one of a number of the categories used in Part 1, they are not further broken down. The five assessment categories are briefly described here:

1. Vocational Skills - information concerning the individual's aptitudes and abilities regarding the performance of tasks inherent to a job; this category includes measures of dexterity, perception, and color discrimination as well as multi-task operations included in work samples or direct work situations.

2. Career/Vocational Interests - information concerning an individual's occupational preferences as well as personal values and needs.

3. Work-related Attitudes/Behaviors - information concerning an individual's ability to adhere to the general expectations of a work setting in terms of interpersonal relations, following directions, good work habits, etc.

4. Academic Skills - information concerning the individual's basic reading and math capabilities including general aptitudes and functional applications.

5. Career Planning - information concerning the individual's job seeking capabilities, including goal setting, job searching, interviewing, filling out applications, and preparing resumes.

The listings in subsection A indicate the instruments and systems which are available from commercial houses. In subsection B, brief summaries on each instrument or system are provided including data on what they measure, who makes them, and for which disability group each is appropriate. Subsection C consists of folders which contain actual samples or, in some cases, more descriptive information of instruments and systems. As in other sections, those items which are available are referenced with an X in the listings and on the summary sheets.

PART 1

Instruments

INSTRUMENTS

1. Vocational Skills

- Appraisal of Occupational Aptitudes
- Armed Services Vocational Aptitude Battery (ASVAB)
- (X) Bennett Mechanical Comprehension Test (BMCT)
- Clerical Skills Series
- Crawford Small Parts Dexterity Test
- Dailey Vocational Tests - see also Technical and Scholastic Tests (Academic)
- Dvorine Color Vision Test
- Farnsworth Dichotomous Test for Color Blindness
- Farnsworth-Munsell 100-Hue Test for Color Discrimination
- Flanagan Aptitude Classification Tests (FACT)
- General Aptitude Test Battery (GATB)
- General Clerical Test
- Hand-Tool Dexterity Test
- Match-Sort-Assemble
- (X) Minnesota Clerical Test
- Revised Minnesota Paper Form Board Test
- Minnesota Rate of Manipulation Tests
- O'Rourke Mechanical Aptitude Test
- Pennsylvania Bi-Manual Worksample
- (X) Personnel Tests for Industry (PTI)
- Personnel Tests for Industry-Oral Directions Test (PTI-ODT)
- (X) San Francisco Vocational Competency Scale
- Seashore-Bennett Stenographic Proficiency Test
- Short Employment Tests
- (X) Spatial Visualization Test (SVT)
- Stromberg Dexterity Test
- A Test Battery for assessing Vocational Competency of the Moderately Mentally Retarded
- (X) Typing Test for Business (TTB)
- Wesman Personnel Classification Test (WPCT)

2. Career/Vocational Interests

- (X) AAMD-Becker Reading-Free Vocational Interest Inventory
- Career Assessment Inventory (CAI)
- (X) Career Awareness Inventory
- (X) Career Maturity Inventory (CMI)
- (X) Deciding
- (X) Geist Picture Interest Inventory (GPII)
- Hall Occupational Orientation Inventory
- (X) Harrington-O'Shea Computerized System for Career Decision-Making

2. Career/Vocational Interests (continued)

- Interest Determination Exploration and Assessment System (IDEAS)
- Minnesota Importance Questionnaire (MIQ)
- (X). Minnesota Vocational Interest Inventory
- Ohio Vocational Interest Survey (OVIS)
- Picture Interest Exploration Survey (PIES)
- Strong-Campbell Interest Inventory (SCII)
- Study of Values
- (X). Study of Interpersonal Values
- (X). Survey of Personal Values
- (X). U.S. Department of Labor Interest Check List
- Vocational Interest and Sophistication Assessment (VISA)
- (X). Wide Range Interest-Opinion Test (WRIOT)
- (X). Work Environment Preference Schedule
- (X). Work Values Inventory

3. Work-related Attitudes/Behaviors

- (X). AAMD Adaptive Behavior Scale
- (X). Burke/Sellin Self-Concept of Ability As A Worker Scale
- (X). Cain-Levine Social Competency Scale
- (X). Devereux Adolescent Behavior (DAB) Rating Scale
- (X). Devereux Elementary School Behavior Rating Scale
- (X). Performance and Behavioral Criteria in Vocational Assessment
- (X). Progress Assessment Chart of Social Development (PAC)
- Temperament and Values Inventory (TVI)
- Vineland Social Maturity Scale
- (X). Vocational Capacity Scale (VCS)
- Work Environment Preference Schedule

4. Academic Skills

- Adult Basic Learning Examination (ABLE)
- Barranquilla Rapid Survey Intelligence Test (BARSIT)
- Brown-Carlsen Listening Comprehension Test
- California Achievement Tests (CAT), Forms C + D
- Cognitive Abilities Test
- (X). Comprehensive Ability Battery (CAB)

4. Academic Skills (continued)

- (X). Diagnostic Test of Word Perception Skills
- . Fundamental Achievement Series (FAS)
- . Gates-MacGinitie Reading Tests
- . Industrial Reading Test (IRT)
- . Iowa Tests of Basic Skills
- . Peabody Individual Achievement Test (PIAT)
- . Peabody Picture Vocabulary Test (PPVT)
- (X). Remedial Inventory One
- (X). SRA Pictorial Reasoning Test
- . Stanford-Binet Intelligence Scale
- (X). Technical and Scholastic Test (TST) - Dailey
- . Tests of Adult Basic Education (TABE)
- . Watson-Glaser Critical Thinking Appraisal
- (X). Wide Range Achievement Test (WRAT)
- (X). Wide Range Vocabulary Test
- . Woodcock Reading Mastery Tests
- . Word and Number Assessment Inventory (WNAI)

5. Career Planning

- . Adkins Life Skills Program: Employability Skills Series
- . Assessment Battery (Home Care and Management)
- . Assessment of Career Development
- . Career Planning Program
- . DAT Career Planning Program
- . Personal Career Development (PCD) Profiles
- . Prevocational Assessment and Curriculum Guide
- . SEEK
- (X). Social and Prevocational Information Battery (SPIB)
- . World of Work: Pre-Vocational Program

PART 2

Systems

SYSTEMS

Comprehensive Occupational Assessment and Training System (COATS)

Hester Evaluation System

JEVS Work Sample Battery

McCarron-Dial

Project Discovery

Singer Vocational Evaluation System

TAI

TOWER, Micro-Tower

Valpar

Vocational Information and Work Samples (VIEWS)

Vocational Interest, Temperament, and Aptitude Systems (VITAS)

Vocational Skills Assessment and Development Program

Vocational Skills:

Summaries

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Appraisal of Occupational Aptitudes	Pencil/paper and Hands-on Vocational-related Approximately 1 hours	8 subtests mins Checking letters 4 Checking numbers 4 Filling numbers 5 Filling names 5 Posting names 5 Posting numbers 5 Arithmetical computation and reasoning 30 Desk calculator 35	Houghton-Mifflin	Designed for clerical oriented jobs

OCATIONAL SKILLS

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Armed Services Vocational Aptitude Battery (ASVAB)	Pencil + paper 2 hrs 45 mins Based on testing specific factors which military believes have validity for performing in particular training areas (not related directly to civilian areas)	Ability to use and manipulate abstract + symbolic relationships General information Numerical operations Attention to detail Work knowledge Arithmetic reasoning Space perception Mathematics knowledge Electronic information Mechanical comprehension General science Shop information Automotive information	U. S. Armed Services (Military Enlistment Processing Command)	No empirica data availa

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Bennett Mechanical Comprehension Test (BMCT)	Paper + pencil Given 2 illustrations, client must explain how gears, pulley systems etc. work	Ability to perceive and understand the relationships of physical forces and mechanical elements in practical situations	Psychological Corporation	Good face validity Good reliability Correlates other tests mechanical ability

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Clerical Skills Series	Pencil/paper Directly vocationally related 10 verbal + non-verbal tests	Abilities in: alphabetizing arithmetic clerical speed + accuracy coding eye/hand accuracy grammar + punctuation spelling vocabulary word fluency		Directly related to Business/ Clerical Job Cluster

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Crawford Small Parts Dexterity Test (Crawford)	Hands-on Use of screwdriver, tweezer to manipulate screws, pins 10-15 minutes	Fine motor coordination	Psychological Corporation	Good reliability Some correlations with work criteria and other tests

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Dailey Vocational Tests - Three tests Technical and Scholastic Test (see academic skills) Spatial Visualization Test (SVT) Business English Test (BET)	Paper + pencil Directly vocationally related	TST - 7 factors of technical + academic nature SVT - ability to visualize objects presented in 2 dimensional drawings as they would appear in three dimensional space BET - knowledge of spelling, punctuation, capitalization, use of grammar	Houghton-Mifflin	SVT and BET: good reliability Scholastic t good reliability Electrical + mechanical low reliabi Adequate val not establi Other tests DAT) appear be superior DVT and DAT both at hig reading lev

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Dvorine Color Vision Test	Discrimination of numbers embedded in colored dots on contrasting background: 15 plates contained in a binder 2-3 minutes General screen for color blindness	Gross red-green color discrimination	Psychological Corporation	Reliable except for fading of colors over time

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Farnsworth Dichotomous Test for Color Blindness	Hands on Discrimination between 15 colored caps on a hinged rack < 5 mins.	Color discrimination Arrangement of caps in order according to color	Psychological Corporation	Is related to color discriminatio in workplace such as electronics More in-depth analysis than with Dvorine Less so than with Farnswor Munsell 100 Hue

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Farnsworth-Munsell 100-Hue Test for Color Discrimination	Hands on Classification of individuals by color aptitude - inferior, average, or superior 10 minutes	Ability to discriminate between variety of color hues	Psychological Corporation	In-depth: useful wit partially seriously color blin

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Flanagan Aptitude Classification Tests (FACT)	Paper/pencil Author claims tests chosen on basis of studies of behaviors critical to jobs	2 series Form A: Designed for job applicants and employees 18 Tests e.g. arithmetic electronics inspection mechanics precision tables Form AA: For entry level job applicants 7 Tests assembly components electronics ingenuity inspection memory scales	Science Research Associates, Inc.	Empirical data very limited but job element approach may be useful fo guidance purposes

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
General Aptitude Test Battery (GATB) Non-Reading Aptitude Test Battery (NATB)	Combination of Hands-on and Paper/pencil Multi-aptitude test NATB - no reading	9 aptitude areas: (1) general learning ability (2) verbal (3) numerical (4) spatial perception (5) form perception (6) clerical perception (7) motor coordination (8) finger dexterity (9) manual dexterity	Dept. of Employment Security	GATB: good reliability validity NATB: a little weaker on empirical data Need trained evaluator test not released b USES NATB good fo mentally retarded

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
General Clerical Test	Paper/pencil Direct vocational relatio Designed to measure aptitudes important to all kinds of clerical work 1 hour	Four scores: (1) clerical (2) numerical (3) verbal (4) total (sum of first three)	Psychological Corporation	Test/retest reliabiliti in .90s Fair validit

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Hand-Tool Dexterity Test (Bennett)	Manipulation of mechanics' hand tools. Use of three wrenches and a screwdriver to remove, fasten, and tighten nuts + bolts Median time: 7 minutes	Use of tools - manual dexterity gross motor coordination	Psychological Corporation	Good face validity Useful for unmotivated No reading Test/retest reliabilities high

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Match-Sort-Assemble	Hands-on Basic pre-vocational skills using several different kinds of objects (e.g. bolts, washers, nuts, etc.)	Manipulation skills and worker behaviors - matching - sorting - assembly plus "Doing repetitive tasks continuously independently productively for long periods of time with high degree of accuracy"	Exceptional Education	Designed t prepare moderately severely a profoundly handicappe persons fo vocational placement

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Minnesota Clerical Test	Paper/pencil Tests speed + accuracy in tasks related to clerical 2 tests: 8 minutes for numerical 7 minutes for letters	Comparisons of numbers/ letters Ability to discriminate between numbers + letters that match and those that do not	Psychological Corporation	Correlated with other tests of clerical ability + job criter

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Revised Minnesota Paper Form Board Test	Paper and pencil 20 minutes Determination of three dimensional shapes out of which 64 two dimensional diagrams are composed	Mechanical orientation Spatial imagery	Psychological Corporation	Alternate forms Reliability .71-.78 Test/Retest .79-.90 Validity in relation to other tests

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Minnesota Rate of Manipulation Tests	Hands on Movement of different colored discs in various directions with one or two hands	Manual dexterity via "The Placing Test" "The Turning Test" "The Displacing Test" "The One-Hand Turning and Placing Test" "The Two-Hand Turning and Placing Test"	American Guidance Service	Reliability coefficient range from .87-.95 Authors cite studies of predictive validity in practical situations Should be locally studied

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
O'Rourke Mechanical Aptitude Test	Paper/pencil Directly vocationally related Clerical oriented	2 tests: Reasoning Test following directions interpreting proverbs spelling verbal arithmetic problems word usage word relations Clerical Problems Test alphabetical filing arithmetic classification checking names and numbers	Psychological Institute	No data on reliabil Favorable validity data rela scores wi grades i school v tional courses

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Pennsylvania Bi-Manual Worksample	Hands-on worksample Use of 8" x 24" test board - subject attaches nut + bolt, then places it on tray 100 completed motions, then disassembly 12 minutes for normal persons	Finger dexterity of both hands Whole movement of both arms Eye/hand coordination Bi-manual coordination	American Guidance Service	Split-half reliabili Validity: correlati with Minn Rate of lation T .45 - not Authors re practical distinguis good worke from poor only seems ful for gr measures

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Personnel Tests for Industry (PTI)	Pencil + paper Tests of general ability Directly vocationally related 40 minutes For unskilled and skilled jobs Verbal: 5 minutes Numerical: 20 minutes	Verbal competence - ability to understand and use essential information in performing industrial jobs Numerical competence- ability to reason and apply numerical skills to practical problems	Psychological Corporation	Reliability coefficient .73-.92 Low reading level Published in Spanish Authors clai predictive validity fo certain jobs some situati

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Personnel Tests for Industry - Oral Directions Test (PTI-ODT)	Oral test For individuals with limited education and limited knowledge of English Uses record or tape 15 minutes	Direct measure of one's ability to understand and follow directions	Psychological Corporation	Oral format may be goo special ed test- inte in working shops, fac tories, se work, stor hotels, et

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
San Francisco Vocational Competency Scale			Psychological Corporation	

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Seashore-Bennett Stenographic Proficiency Test	Orally dictated commercial letters (5) of different lengths dictated at different speeds Direct work-related 45 minutes	Stenographic skills Ability to take dictation and transcribe to typing	Psychological Corporation	Reliabilit .75-.90 Predictive validity with supervisor rati .49 Sold only t personnel of busines industry. sold to sc

VOCATIONAL SKILLS

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
hort Employment Tests	Paper/pencil Directly vocationally related Clerical work Applied operations 3 tests: SET Verbal 5 mins SET Numerical 5 mins SET Clerical Aptitude 5 mins	Dealing with correspondence and reports Rapid and accurate computational skills Accurate coding and retrieval of information	The Psychological Corporation	Reliabilities good Some predicti validity for jobs such as tellers, accounting clerks in banks, dept. stores, cleri cal workers in hospitals airline rese vations agen Should use al three tests simultaneousl Sold only to personnel departments of business + industrial fi Not sold to schools or employment agencies

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Spatial Visualization Test (SVT) (see Dailey Tests in this section as well as Technical + Scholastic Test (TST) in Academic Section)	Paper/pencil	Ability to visualize objects presented in two-dimensional drawings as they would appear in three dimensional space	Houghton-Mifflin	SVT reliabili good but validity not established

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Stromberg Dexterity Test	Hands-on Sorting of discs by color + by sequence Average time: 5-10 mins.	Fast and accurate arm and hand movement (manipulation skill) Item discrimination Speed + precision	Psychological Corporation	Questionabl reliabilit + validity Useful when used with other tests of dexterit Must be able to stand an rotate tors

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
A Test Battery for Assessing the Vocational Competency of the Moderately Mentally Retarded				A dissertation

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Typing Test for Business	Practical application on typewriter Covers 5 kinds of typing necessary for business Quick screening test About 10 mins for practical and straight copy Letters - 10 mins Revised manuscript 10 mins Numbers 3 mins Tables 10 mins	Ability to set up and type three letters ranging from 25-250 words in ten minutes	Psychological Corporation	Reliability coefficient .67-.87 Content validity good but no evidence of predictive validity Sold only to personnel dept in business and industry - not sold to schools

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Wesman Personnel Classification Test	Pencil/paper Verbal 18 minutes Numerical 10 mins	General mental abilities Verbal analogies test requiring ability to reason with words and to perceive relationships Numerical ability: basic arithmetical skills and processes - also measures understanding of quantitative relationships	Psychological Corporation	

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
AAMD-Becker Reading-Free Vocational Interest Inventory	Picture format for mentally retarded Jobs at skilled/ unskilled level	Interests patterns within career clusters 10 scores for males within cluster areas 8 for females	American Association of Mental Deficiency	Good reliability Questionable validity Good for non-readers or readers Sex-biased (different forms for male/femal

Career/Vocational Interests:

Summaries

AREER/VOCATIONAL INTERESTS

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
areer Assessment Inventory (CAI)	Awareness of occupations requiring technical, vocational, some college or community college training. Report is keyed to DOT and other career information	Career preferences	NCS Interpretive Scoring Systems	Looks like high functioning reading levels are needed.

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Career Awareness Inventory	paper/pencil 7 parts: identity training models functions prestige clusters characteristics i.e. student must differentiate between a number of work-related concepts	Knowledge, social attitudes, personal experiences about various occupations	Scholastic Testing Service	grades 4-6

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Career Maturity Inventory (CMI)	Paper/pencil 2 parts: 1. Attitude Scale 2. Competence Test 100 items Part 1 - True/False Part 2 - Multiple Choice Knowing Yourself Knowing About Jobs Choosing A Job Looking Ahead What Should They Do	Attitudes toward work Self Concept Knowledge of Jobs Decision-making Ability Future Orientation	John Crites - McGraw-Hill Inc.	Values orientat High readi level

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Deciding	Pencil + paper Multiple choice	Self Concept Self Understanding		Looks like good diagnostic tool

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Geist Picture Interest Inventory (GPII)	Non-reading format 27 items Groups of 3 pictures Student chooses most preferred Male and female forms	Preferences within 5 areas: jobs, activities, occupations, hobbies, objects	Western Psychological Services 12031 Wilshire Boulevard Los Angeles, CA 90025	Non or low reader oriented Mildly handicapped Some sex bias with separate forms

CAREER/VOCATIONAL INTERESTS

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Hall Occupational Orientation Inventory	Paper/pencil Student identifies factors in occupations he/she likes, doesn't like for discussion with counselor 22 scales 220 items	Student preferences - values - needs - feelings 22 scales include Defensiveness Time Concern Co-worker Concern Aptitude Concern Monetary Concern Routine Dependent Esteem Self Actualization Risk Creativity	Scholastic Testing Service	For "young adults" 7-12 High reading level

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Harrington/O'Shea Computerized System for Career Decision Making	Exploratory Keyed to DOT - 18 career areas Initial inventory about 1/2 hour Leads to exploration of jobs	Interests Career Decision Making Job Preferences Values Needs	Career Planning Associates	High reading level Good learnin tool for career educa tion

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Minnesota Importance Questionnaire (MIQ)	Pencil + paper Assesses 20 vocationally relevant need dimensions 40 minutes Computer printout 2 forms: PAIRS OF VOCATIONAL STATEMENTS must indicate most important need GROUPS OF FIVE rank order	Interests Needs e.g. authority creativity independence moral values human relation supervisors	Vocational Psychology Research	For minority and low socio-economic status groups Tape record administra tion has used Test/retest .48-.89 Reasonably validity data

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Minnesota Vocational Interest Inventory	Pencil/paper 158 triads of statements Student chooses preferences	Interests based on activity preferences	Psychological Corporation	High readin level

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Ohio Vocational Interest Survey (OVIS)	Pencil + paper For counseling purposes Related to DOT-people data things 24 scales 60-90 minutes Interest inventory 280 items Descriptions of activities, must choose preferences	Scales include: - manual work - caring for people/animals - sales - music etc. Cutting across DOT	Psychological Corporation	Test/retest reliability .73-.90 No validity evidence Good for vocational setting because of DOT related Items are written at low reading level

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Picture Interest Exploration Survey (PIES)	Visual, non-reading format Uses slides, audio tapes Cuts across 13 career clusters Leads to exploration Choose preference from among those shown being performed	Interest preferences	Educational Achievement Corporation	Not sex or racial or ethnic biased Good for schoo setting Price: $350

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Strong-Campbell Interest Inventory (SCII)	Pencil/paper Triad of items represent like/ indifferent/ dislike format	Activity preferences geared to occupational areas	NCS Interpretive Scoring Systems	Test retest .7-.9 Good theoretic orientation Computer-scored - a limitation High reading levels 8-9 grade

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Study of Values	Pencil/paper 45 items in 6 areas Theoretical Economic Aesthetic Social Political Religious Student gives preferences within categories	Values - based on preferences for activities and interests Profiles drawn with high-average-low dimensions	Houghton-Mifflin Co.	High reading level

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Survey of Interpersonal Values	Pencil/paper Student chooses statements which are considered most important to him/her and least important	Values based on preferences	Science Research Associates, Inc.	

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
U.S. Dept. of Labor Interest Check List	Paper/pencil Like/dislike scale 15-20 mins.	Measures person's feelings toward specific work tasks	U.S. Dept. of Labor	High reading level Designed for adults

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NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Wide Range Interest-Opinion Test (WRIOT)	Picture format Triad of activities Student chooses preference Two types of scores: 18 clusters of occupations 7 vocational aptitudes	Student interests in career areas e. g. Art Literature Outdoors Athletics Aptitudes by Risk Ambition Chosen skill level Sedentariness	Jastak Associates	Free of sex and culture bias For non-readers, slow readers Sketches often difficult to decipher Students without 'experiences'ha difficulty

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NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Work Environment Preference Schedule	Pencil/paper Work setting oriented 10 minutes 5 point scale strongly agree to strongly disagree	Measures individual's commitment to the kinds of attitudes, values, and behaviors that tend to be rewarded in bureaucratic organizations	Science Research Associates	May be adapted for special ed use in situation assessments

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NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Work Values Inventory	Paper/pencil 45 items - statements Work-related 5 point scale of very important to unimportant	Values people consider important on their work	Donald Super Houghton-Mifflin Co.	Adaptable t situation assessment

Attitudes/Behavior Skills:

Summaries

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
AAMD Adaptive Behavior Scale	Behavior Rating Form for mentally retarded, emotionally maladjusted, but also appropriate for other SPED groups Direct observation	Objective descriptions of and evaluations of an individual's adaptive behavior 2 Parts Part 1: 10 domains organized along developmental lines: Independent Functioning Physical Development Economic Activity Language Development Numbers + Time Domestic Activity Vocational Activity Self Direction Responsibility Socialization Part 2: 14 domains related to maladaptive behavior related to personality and behavior disorders, e.g. Violent + Destructive Behavior Withdrawal Unacceptable vocal habits Use of medications	American Association of Mental Deficiency	Reliabiliti low Very limite validity data Yet, parts the instru are appropriate for screening a diagnosis

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Burke/Sellin Self-Concept of Ability As a Worker Scale	Individual Interview with Student	Student's perception of - . significant others . own general abilities as a worker . parents' view of student's ability as a worker . friends' view of student's ability as a worker . teacher's view of student's ability as a worker		Could be good scale for most SPED students in school or on job

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Cain-Levine Social Competency Scale	Device for assessment of trainable mentally retarded 5-13 yrs 11 mos. Structured interviews with someone familiar with student 44 items 4 subscales	Independence Subscales: Self help Initiative Social skills Communication	Consulting Psychologists Press 577 College Avenue Palo Alto, CA	Good reliability coefficients Adequate validity Good screen for low functioning students

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Devereux Adolescent Behavior (DAB) Rating Scale	Teacher's observations of student in classroom: adolescents 84 items plus comments	12 Behavior Factors unethical defiant-resistive domineer-sadistic heterosexual interest hyperactivity expansion poor emotional control needs approval dependency emotional distance physical inferiority timidity schizoid withdrawal bizarre speech+ cognition bizarre action 3 Rational Clusters Inability to delay Paranoid Thinking Anxious Self Blame	Devereux Foundation	Designed for emotionally disturbed students. Scales may be used for all special ed

ATTITUDE/BEHAVIOR SKILLS

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Devereux Elementary School Behavior Rating Scale (DESB) Devereux Child Behavior Rating Scale (DCB)	Teacher's observations of students in classroom: elementary	DESB - 44 items 11 Behavior Factors e.g. Classroom Disturbances External Blame External Reliance Creative Initiative DCB - 95 items 15 Behavior Factors e.g. Distractibility Social Isolation Need for Adult Contact Social Aggressivion Unethical Behavior	Devereux Foundation	Designed primarily for young emotional disturbed students

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Performance and Behavioral Criteria in Vocational Assessment	List of variables in vocational assessment	Categories Work-related behaviors Vocational aptitudes Personal temperament Physical capacities Working conditions Student Interests		

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Progress Assessment Chart of Social Development (PAC)	Observation of general functioning abilities at lowest stages of social development 130 items plus Personality Record 28 items	4 categories: Self help Communication Socialization Occupation - Dexterity (fine finger movements) - Agility (gross motor control) Personality record Temperament Amenability Reaction to Correction Sociability Attitudes to Adults or Authority Emotional maturity Use of language	SEFA (Publications) Ltd. 240 Holliday Street Birmingham B1 1SJ England	For very young normal children or profoundly retarded

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
San Francisco Vocational Competency Scale	Rating form for mentally retarded workers	30 behaviors e.g. Remembering instructions Following verbal instructions Reading ability Measuring Time in learning the task Correcting errors Seeking help Reporting problems Cleaning up work area	Psychological Corporation	Could be good diagnostic tool for all ages

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Temperament and Values Inventory (TVI)	Pencil/paper Worker responds to inventory	Individual differences in temperament and work values Determines personal characteristics and the importance of various job reward values	NCS Interpretive Scoring Systems	No data available

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Vireland Social Maturity Scale	Checklist to measure successive stages of social competence from infancy to adulthood Ratings by teacher, counselors, psychologists, nurses, etc.	Progressive capacity for looking after oneself and for participating in activities which lead to adult independence and civic usefulness Six Categories Self Help (general) eating dressing Locomotion Occupation Communication Self direction Socialization (Items for each have increasing average difficulty)	American Guidance Service	Test/retest coefficient .94-.99 Validity Agreement of assessment by professionals showed rank-order correlation of .92 Generally considered a goo instrument - some items may be outdated

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Vocational Capacity Scale (VCS)	A battery of scales used to predict vocational potential	Work Habits Rating Sheet - learning and comprehension - performance - attitude toward work - interpersonal relations Physical Capacity Rating Form e.g. lifting, carrying, etc. climbing stooping reaching General health rating form (placement in one of 4 categories) Vineland Social Maturity Scale a motivation test Wells Concrete Directions Test - practical activities as directed orally	McDonald Training Center Foundation, Inc.	A blend of scales, each of which is well research only scales with good emp rical evidenc chosen No data on ba tery

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Work Environment Preference Schedule	Pencil/paper Responses to 24 items Strongly agree to strongly disagree (Likert scale) Approx. 10 minutes	Individual's commitment to the kinds of attitudes, values, and behavior that tend to be rewarded in bureaucratic organizations: "Bureaucratic Orientation" Measures only accepting work in a bureaucracy	Psychological Corporation	10th grade reading level Could be used to check on one's attitude toward authority Reliability coefficients are acceptab Validity studi relate WEPS other person lity scales Useful for som SPED student

Academic Skills:

Summaries

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Adult Basic Learning Examination (ABLE)	Pencil/paper Adult-oriented achievement test 3 levels: grades 1-4 grades 5-8 grades 9-12	5 subtests at each level: vocabulary reading spelling arithmetic computation problem solving	Psychological Corporation	Good reliability data Correlates with Stanford Achievement Adult-orientation may be better for some older SPED students

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Barranquilla Rapid Survey Intelligence Test (BARSIT)	Paper/pencil 10 minutes Quick test for preliminary screening In Spanish	Tests mental abilities verbal + numerical Problems Logical-verbal cognitive elements General information	Psychological Corporation	Designed for Latin Americans Normed on Venezuelans Not necessar appropriate for local limited Engl Hispanic students - In general, not much is available

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Brown-Carlsen Listening Comprehension Test	Oral instructions, student responds on answer sheet 45-50 mins	5 listening skills Immediate recall Following directions Recognizing word meanings Lecture comprehension	Psychological Corporation	For assessing for jobs requiring "assimilation of spoken language in a face-to-face or speaker-audience situation" May be good L.D. or slow reader test Also, may be easily simulated in classroom

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
California Achievement Tests (CAT), Forms C and D	Paper/pencil Achievement K-12 Ten levels/ Ten booklets 2-3/4 hours - 3-1/2 hrs depending on level	4 major content areas: reading spelling language mathematics	CTB/McGraw-Hill	A new test at lower levels Examiner reads many of the items Good diagnostic test of basic literac Acceptable reliability Limited by acceptable validity

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Cognitive Abilities Test (CAT)	Pencil/paper Intelligence test Primary 1,2 K-3 About 1 hour Multi-level A-H Grades 3-12 About 1-1/2 hours	Ability to use and manipulate abstract + symbolic relationships Verbal battery vocabulary sentence completion verbal classification verbal analogies Quantitative battery quantitative relations number series equation building Non-verbal battery figure analysis figure classification figure synthesis	Houghton-Mifflin	Good reliability Adequate validity Covers range K-12 Can individualiz test

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Comprehensive Ability Battery (CAB)	Pencil/paper Aptitudes Some instructions on tape 20 tests, each designed to measure a primary mental ability factor Each test 3 to 6 mins.	20 factors . verbal ability . numerical ability . spatial ability . speed of closure . perceptual speed and accuracy . inductive reasoning . flexibility of closure . associative (or role memory) . mechanical ability . memory span . meaningful memory . spelling . auditory ability . esthetic judgment . spontaneous flexibility . idea fluency . word fluency . originality . aiming . representational drawing	Institute for Personality and Ability Training 1602-04 Coronado Drive Champaign, IL	Cognitive/perceptual orientation good reliability and validity for some sub tests Manual clearly defines each ability and indicates job areas to which they are related Some factors described as measuring abilities across cultura limits and reading abilities

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Diagnostic Test of Word Perception Skills	Pencil/paper Some oral administration 14 tests Quick diagnostic tool Each test is short - only few items	14 factors naming letters sight vocabulary context clues knowledge of consonant sounds substituting consonant sounds hearing short vowel sounds detecting long vowel sounds knowledge of common vowel digraphs blending letter sounds to fit words making reversals seeing common prefixes seeing common suffixes seeing compound words as units dividing long words		Quick screening device

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Fundamental Achievement Series	Tape recorded tests Range from basic literacy to 8th grade Aid to selection of applicants for job training programs	Taps knowledge and capabilities a person may be expected to acquire in the course of ordinary daily living 2 tests: FAS - Verbal 30 mins (ability to read signs, use telephone, recognize + use common words) FAS - Numerical 30 mins (ability to tell time, recognize numbers, understand calendars, solve numerical problems)	Psychological Corporation	Used in schools and places of employment Checks out functional skills

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Gates-MacGinitie Reading Tests	Pencil/paper Norm-referenced screening tests Grades 1-12 7 levels Basic R 65 mins Levels A-F 55 mins	3 subtests Vocabulary Reading vocabulary Comprehension Ability to read and understand whole sentences and paragraphs Speed and accuracy	Houghton-Mifflin	Reliability adequate for screenin purposes Validity: some evidence of relationships to other standardized tests Covers wide range of abilities

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Industrial Reading Test (IRT)	pencil/paper for screening applicants to training programs, technical work i.e. need for additional reading instruction 9 reading passages 38 items 40 minutes	Basic comprehension designed for use in industry and high school vocational programs	Psychological Corporation	Reliability, validity established in apprentices technical training vocational high school students Reading range 7-12 Not good for low level students

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Iowa Tests of Basic Skills	Pencil/paper Achievement screen Generalized intellectual skills + abilities K-9 Form levels 5 (2 hrs) 6 (2 hrs 45 mins) 7-8 Basic Battery (2-1/4 hrs) 7-8 Complete Battery (4 hrs)	Comprehensive measures of student's progress in a continuous developmental sequence Levels 5,6 listening skills vocabulary word analysis language mathematics Levels 7,8 listening vocabulary word analysis reading comprehension picture interpretation sentence comprehension story comprehension spelling capitalization punctuation usage visual materials reference materials math concepts math problem solving math computation	Houghton-Mifflin	Widely used Well established Good reliability, validity School-related skills

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Peabody Individual Achievement Test (PIAT)	Pencil/paper Wide range of screening of achievement measures K-12 Individually administered	4 basic areas: reading spelling math general information	American Guidance Service	Test/retest reliabilities .54-.92 Positive validity studies Wide range of achievement fits large number of SPED Administered orally - good for non-writers

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Peabody Picture Vocabulary Test (PPVT)	Estimates subject's verbal intelligence by measuring hearing vocabulary 10-15 mins 150 plates with 4 pictures Given stimulus word, subject chooses plate	Ability to identify picture which corresponds to spoken word	American Guidance Service	Very acceptable reliability Good degree of validity For non-writers or non-readers Individually administered: good for emotional, cultural, intellectual inhibitions to group tests

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NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Technical and Scholastic Test (TST) of Dailey Vocational Tests	Pencil/paper Grades 8-12 Multiple choice One of three in Dailey Vocational Tests Battery 65 minutes For those at skilled levels in trade, technical, and business areas	Aptitude and Achievement in the electrical, mechanical, + scholastic areas Yields 7 different scores	Houghton-Mifflin	Similar to DAT High level of reading required Good reliability for scholastic test, not so for electrical and mechanical tests Validity questionable Limited use with SPED DAT probably better choice

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Remedial Inventory One	Picture format Direct application e.g. measurin Directions read by examiner 9 categories	Understanding of basic skills essential for community living . personal knowledge . counting . alphabet . calendar skills . measurement -(liqui and solid) . time . monetary . social sight vocabulary	Elwyn Institute Elwyn Pennsylvania	Good assessment tool for low functioning students

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
SRA Pictorial Reasoning Test	Paper/pencil Intelligence test Examiner reads instructions 15 minutes 80 items each with 5 pictures 14 years-older	"Test of general ability...developed empirically to minimize differences across major cultural subgroups" Identification of 4 related objects or designs of 5 shown	Science Research Associates	Gives general indication of how a non-reader or a person from another culture functions Partially achieves goal of reducing cultural bias Good visual acuity is necessary

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Stanford-Binet Intelligence Scale	Pencil/paper Intelligence test	Discrimination Generalization Motor behavior General information Vocabulary Induction Comprehension Sequencing Detail recognition Analogies Abstract reasoning Memory Pattern completion	Houghton-Mifflin	Traditional Intelligence Test IQ

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Tests of Adult Basic Education (TABE)	Pencil + paper 3 levels of difficulty D=difficult M= medium E= easy 2 to 3-1/2 hours per level	Adult proficiency in . reading vocabulary and comprehension . mathematics computation and concepts and problems . language: mechanics and expression and spelling	CTB/McGraw-Hill	Reliability= very adequat Validity: shown to predict GED results No other validity data Good achievement screen for all levels

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Watson-Glaser Critical Thinking Appraisal	Pencil/paper 2 forms 50 mins	5 aspects of ability to reason critically drawing inferences recognizing assumptions reasoning by deduction drawing conclusions evaluating arguments Application to work: for selection of candidates for jobs requiring careful, analytical reasoning	Psychological Corporation	New version revised to eliminate sex + ethnic bias High level cognitive test

ACADEMIC SKILLS

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NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Wide Range Achievement Test	Broad screen of reading and achievement levels 20-30 mins Covers wide spectrum of ability	Word recognition Written spelling Arithmetic computation	Psychological Corporation	High reliability coefficients No validity studies Good for global assessment of achievement only

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Wide Range Vocabulary Test	Quick screen for word recognition 100 item Multiple choice Approx. 10 minutes Steeply graded in difficulty to cover grades 3 through college	Word recognition Estimates verbal ability of literate individuals	Psychological Corporation	Correlates well with formal diagnostic reading tests, e.g. Woodcock Must have some reading ability

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Woodcock Reading Mastery Tests	Diagnostic Reading test Individually administered K-12 Gives reading proficiency at different levels of difficulty 30-40 mins	Letter identification Word identification Word attack Word comprehension Passage comprehension	American Guidance Service	Reliability, validity limited - some subtests well above acceptable levels Good for precise measure of reading achievement

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Word and Number Assessment Inventory (WNAI)	Paper/pencil Inventory Relates scores to educational and occupational groups	Vocabulary skills Mathematical skills	NCS Interpretive Scoring Systems	

Career Planning Skills:

Summaries

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Adkins Life Skills Program: Employability Skills Series	Multi/media Counseling approach 10 units Mastery learning Practical application in simulated environment	Employability Skills choosing, finding, getting, keeping jobs Leads to self assessment, goal setting	Psychological Corporation	Target group: disadvantaged students special training required

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Assessment Battery	6 section battery for basic skills of 3 mos - 6 yr old Adaptation of approach to individual student Direct observation of a variety of tasks	Basic senses and function Perceptual-motor skills Fine motor skills Gross motor skills Activity of Daily Living Skills Behavioral Skills	National Institute on Mental Health of Canadian Association for the Mentally Retarded	For use with very young children in planning individualized program

CAREER PLANNING SKILLS

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Assessment of Career Development	Paper/pencil Nationally standardized measurement examination kit Three 45 min periods or one 125 min session	Knowledge of career planning and occupations Assessment of actions taken and individual needs	Houghton-Mifflin	Computer scored feedback used for planning career guidance programs

CAREER PLANNING SKILLS

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Career Planning Program Grades 8-12	Pencil/paper Examination kit 2 booklets (1) Exploring: You + Your Career (2) Ability Measures	Student Abilities, Interest, Career-related Experiences Profile reported, related to job clusters and job families	Houghton-Mifflin	Computer scored Feedback used to assist students in self assessment and identification and selection of careers Avoids sex bias

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
DAT Career Planning Program			The Psychological Corporation	No information available

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
PCD Profiles Personal Career Development designed by Verne Walters,Ph.D.	Paper/pencil Computer printout paragraphs on 8 areas	Computer interpretation of Cattell's 16 Personality Factor Questionnaire Print out contains summaries of: Orientation to Questionnaire General Overview Patterns Problem Solving Patterns Patterns for Coping with Stressful Conditions Patterns of Interpersonal Interaction Patterns for Career, Occupational, and Avocational Interests Related Occupations of Interest Personal-Career Development Considerations	Institute for Personality and Ability Testing (IPAT)	High level cognitive evaluation

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Prevocational Assessment and Curriculum Guide	Method of assessing students who will be entering sheltered employment 46 item inventory	Work behaviors (32 items) Attendance Endurance Independence Production Learning Behavior Interaction Skills (10 items) Communication Social Skills Self Help Skills (4 items) Grooming/Eating Toiletry Skills		Validation of items by surveys of supervisors' opinions of necessary behaviors Reliability split-half .92

CARE PLANNING SKILLS

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Seek	Junior high career exploration program Book oriented Some simulations Audio-visual	Activity-oriented Assessment of interests, values, etc.	NCS Interpretive Scoring Systems	Simulated Exploratory appropriate for many SPED students

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Social and Prevocational Information Battery (SPIB)	Orally administered 9 tests - areas most often taught in schools and rehab For ultimate community adjustment	Employability Job search skills Job-related behavior Economic Self Sufficiency Banking Budgeting Purchasing Family Living Home management Physical health care Personal habits Hygiene + grooming Communication Functional signs	CTB/McGraw-Hill	Designed for educable mentally retarded

NAME OF INSTRUMENT	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
The World of Work	Multi-media Pre-vocational program Activities oriented Assessment uses numerous cassette tapes	On-the-job skills Getting a job Job Communications Skills x Vocational Me and Jobs	Education Design, Inc.	Little or no reading Spanish version

SECTION II

Instruments and Systems

Part 2: Systems

NAME OF SYSTEM	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
COATS (Comprehensive Occupational Assessment and Training System)	Career Exploration Ten Work Samples and Simulations Living Skills Component Strong A/V Components for Employability Attitudes Computerized Job Match 3-4 week turnaround	Awareness and Exploration General assessment of overall prevocational and vocational skills Interests Attitudes Vocational skills Living skills	PREP, Inc.	Mild and moderate disabilities Use: exploratory Preferable to trait measurement For some specia ed students, A/V training i a prerequisite $1200 for whole system - can buy by unit

NAME OF SYSTEM	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
HESTER Evaluation System	Traits orientation Psychological tests relates scores to D.O.T. clusters Paper + pencil and work samples Computer print-out 28 psychological tests grouped into 7 factors	IQ Motor Ability (Finger + manual dexterity) Perception (two approaches) Achievement Physical strength	Hester Evaluation System Lafayette Instrument Co., Inc.	Mild and moderately disabled physically + mentally handicapped Not used with visually handicapped Trained evaluator required $4000 including hardware

NAME OF SYSTEM	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
JEVS Work Sample Battery	Work samples related to D.O.T. 28 work samples 10 worker trait groups Trait-oriented	Traits: Handling Sorting Tending Manipulating Checking + Recording Filing Classifying Stock Clerking Craftsmanship Tailoring Drafting	Pleasantville Educational Supply Corp. (PESCO) Vocational Research Institute, Jewish Employment and Vocational Service	Disadvantaged regular students Need trained evaluator Primarily for rehab client Reading level inappropriat Tasks isolate $6100 Trainin 1 person plu equipment (m buy whole sy tem)

NAME OF SYSTEM	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
McCarron-Dial	Traits-oriented	5 areas: verbal + cognitive intelligence (e.g. WAIS, Stanford Binet) sensory (e.g. Bender Haptic) motor abilities (work samples) emotional (observation rating scale) integration coping (behavior scale)	Pleasantville Educational Supply Corp. (PESCO)	moderate to severely disabled little explor tion possible special train required for Bender,Stanfo Binet, WAIS i.e. Psychological testing background needed Cost: $ 323 pl 140 for Stan Binet + WAIS

NAME OF SYSTEM	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Project Discovery	Exploratory-oriented Simulated work samples over general occupational areas Some paper-and-pencil activities	Career Planning: World of Work section Awareness of Job Areas Interests Gross vocational skills, e.g. general woodworking general mechanics	Pleasantville Educational Supply Corp. (PESCO) Southwest Iowa Learning Resources Center	Primarily grades 7-9 Mild/moderate disabled Good learnin activities Not oriented assessment se

NAME OF SYSTEM	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
SINGER Vocational Evaluation System	Exploratory oriented 19 simulated work samples (whole sets of tasks) A/V system Tasks performed in relationship to directions on tape Roughly related to D.O.T.	Vocational Skills Cover Career Clusters: Bench assembly Drafting Electric/Plumbing Carpentry Refrigeration Soldering Office work Sewing Masonry Sheet Metal Cooking Mechanics Medical Photography Data collection Interests can be determined via exploratory activities	Associated Educational Consultants, Inc.	Targeted for regular jr. high + high school Some adaptatio for mildly disabled Reading levels for some samp too high Speed of tapes and size of screen a prob for some sped kids $23,000 for system - can buy per unit

NAME OF SYSTEM	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
TAP	Traits oriented Non-reading 10 work samples Isolated Tasks Gives complete picture of client, not just vocational behaviors	10 samples Visualization Discrimination size shape color tactile fine + gross Dexterity: fine + gross Retention Structural + visual retention in depth	Pleasantville Educational Supply Corp. (PESCO)	Need trained evaluator, will train on site Norms on range of groups Must buy whole system Non-reading Appropriate fo some SPED Some conceptua pitfalls Cost: $3000+

NAME OF SYSTEM	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
TOWER Micro-TOWER	TOWER traits oriented related to D.O.T. 14 job training areas 93 work samples Arranged in training areas No precise breakout with aptitudes	TOWER Within specific work samples, worker traits and behaviors are observed and recoded on 5 point system not clearly defined	ICD Rehabilitation and Research Center	TOWER Consists of isolated tasks Designed for physically disabled, emotionally disabled Trained evaluato necessary Rating and scori very precise $ 5000
	Micro-TOWER 13 work samples 5 general aptitude groups Rehab oriented Simpler tasks from TOWER factored out for Micro-TOWER	Micro-TOWER 5 general aptitude groups motor spatial clerical perception numerical verbal		Micro-TOWER Simplified TOWE Designed for mentally retar ed Some audiovisua Minimum cost: $4753

NAME OF SYSTEM	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
VALPAR	traits oriented 17 work samples including #17 for mentally retarded - life skills oriented	Each sample measures basic traits, for example: (1) small tools (mechanical) (2) range of motion (3) independent problem solving (4) measurement ability (5) soldering potential (6) drafting potential (7) money handling (8) size discrimination	Pleasantville Educational Supply Corp. (PESCO) Valpar Corporation Work Sample Manufacturing Division	Many of samples are appropriat for most SPED Isolated tasks Many are appropriate for moderate to severely retarded No training necessary Match with eletronics not often availab for in-school situation Originally designed for physically disabled in industry Cost: Can buy per un

NAME OF SYSTEM	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
VIEWS (Vocational Information and Work Samples)	Work samples related to D.O.T. Trait-oriented	Traits: Handling Sorting Tending Manipulating Checking + Recording Filing Classifying Stock Clerking Craftsmanship Tailoring Drafting	Pleasantville Educational Supply Corp. (PESCO)	Reading level adapted for mild and moderately retarded

NAME OF SYSTEM	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
VITAS (Vocational Interest, Temperament, and Aptitude System)	Trait-oriented 15 Work Samples similar to JEVS Adapted for CETA clients	Traits: Handling Sorting Tending Manipulating Checking + Recording Filing Classifying Stock Clerking Craftsmanship Tailoring Drafting	Pleasantville Educational Supply Corp. (PESCO)	Not substantial different from JEVS Must buy all work samples > $8,100

NAME OF SYSTEM	APPROACH	WHAT IS MEASURED	ORGANIZATION WHICH DISTRIBUTES	COMMENTS
Vocational Skills Assessment and Development Program	Exploratory Assessment + Learning Oriented Work samples + situations	3 phases: I. Preliminary Assessment -sorting -assembly -salvage Measures: interest work habits social + personal adjustment II. Vocational Assessment - skill development in various work clusters to measure awareness + ability in world of work (work habits/attitudes, personal health, hygiene etc. III. Occupational Skills Development	Brodhead-Garrett Co.	School orient program Inter-related with caree clusters (DOT) 3 phases are sequential + articulated

SECTION III

INFORMATION ON COMMERCIAL AND NON-PROFIT SOURCES OF INSTRUMENTS AND SYSTEMS

Systems, Non-profit and Commercial:

Summaries

SECTION III
COMMERCIAL HOUSES

This section contains information about companies which make assessment instruments and systems. The summaries in subsection B provide data on the locations of the companies, key contacts, and the names of items which are available for special needs assessment. More specific data such as the costs of instruments are contained in subsection C.

COMMERCIAL HOUSES

American Association on Mental Deficiency
American Guidance Service, Inc.
Associated Educational Consultants, Inc.
Bobbs-Merrill Educational Publishing
Brodhead-Garrett
Martin M. Bruce Publishers
Bureau of Educational Research and Service
Consultative Psychologists Press, Inc.
Council for Exceptional Children (CEC)
CTB/McGraw-Hill
Education Achievement Corporation
Educational Design, Inc.
Exceptional Education
Hester Evaluation System
Houghton-Mifflin Co.
ICD Rehabilitation and Research Center
Institute for Personality and Ability Testing (IPAT)
Jastak Associates, Inc.
Lafayette Instrument Co., Inc.
Military Enlistment Processing Command
Minicomp Corp.
National Computer Systems (NCS) Interpretive Scoring Systems
Ohio State University
Pleasantville Educational Supply Corp. (PESCO)
PREP, Inc.
Psychological Corporation
Scholastic Testing Service
Science Research Associates
Singer Education Division
Southwest Learning Resources Center
Stout Vocational Rehabilitation Institute, Materials Development Center
Valpar Corporation
Vocational Psychology Research
Vocational Research Institute

NAME OF FIRM: American Association on Mental Deficiency

ADDRESS: 5101 Wisconsin Ave., NW
Washington, D.C. 20016

TEL.#:

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
No one indicated: deal direct	Lobbying, policy statements, and instrumentation	1. AAMD Adaptive Behavior Scale 2. AAMD-Becker Reading-Free Vocational Interest Inventories	#2 South Shore Collaborative Morgan Memorial Wrentham State School South Shore Rehabilitation Springfield School System

NAME OF FIRM: American Guidance Service, Inc.

ADDRESS: Publishers Bldg.
Circle Pines, MN 55014

TEL.#: (612)786-4343

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED THIS AREA
No one indicated: Deal direct	Publishers of Instructional Programs, Tests, and Educational Materials (1979 Catalog included in folder)	1. Minnesota Rate of Manipulation Tests 2. Peabody Individual Achievement Tests (PIAT) 3. Peabody Picture Vocabulary Test (PPVT) 4. Pennsylvania Bi-Manual Worksample 5. Vineland Social Maturity Scale 6. Woodcock Reading Mastery Tests	#1, 2 South Shore Morgan Memori #4 Morgan Memori Springfield School System #6 Lawrence CET Newburypor office

NAME OF FIRM: Associated Educational Consultants, Inc.

ADDRESS:
North Allegheny Office and Research Park
McKnight and Pine Creek Roads
P.O. Box 15073
Pittsburgh, Pennsylvania 15237

TEL.#:
(412)931-2244
(412)935-5580

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
James P. Reynolds Singer Career Products Northeast Representative 39 Revere Parkway Pittsfield, MA 01201 (413)442-4536	Distributor of Systems	SINGER Vocational Evaluation System	1. Morgan Memorial Inc., 95 Berkeley St., Boston, MA 02116 2. Sargeant Carney Academ 91 Summer St. New Bedford, MA

NAME OF FIRM: Bobbs-Merrill Educational Publishing

ADDRESS: 4300 West 62nd Street
Indianapolis, Indiana 46206

TEL.#:

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED I THIS AREA
Esther Smith 31 Old Carriage Road West Warwick, RI 02893 (401)822-0683			Did not send info Must be followed up

NAME OF FIRM: Brodhead-Garrett

ADDRESS: 4560 East 71st Street
Cleveland, Ohio 44105

TEL.#:

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED I THIS AREA
No one indicated - Deal direct	National supplier of educational hardware and software for career, vocational education, and industrial arts (brochure on Vocational Skills Assessment and Development Program included in folder)	Vocational Skills Assessment and Development Program	

NAME OF FIRM: Martin M. Bruce, Ph.D. Publishers

ADDRESS: Box 228
New Rochelle, New York 10804

TEL.#: (914)235-4450

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED THIS AREA
No one indicated - Deal Direct	Publishers of Psychological Tests, Personnel Books and Forms, Personnel and Management Development, Books and Materials (catalog #22 included in folder)		

NAME OF FIRM: Bureau of Educational Research and Service

ADDRESS: C-20 East Hall
The University of Iowa
Iowa City, Iowa 52240

TEL.#: (319)353-3823

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
No one indicated - Deal direct	Distributor	Strong-Campbell Interest Inventory (Strong Vocational Interest Blank) - SVIB-SCII	

NAME OF FIRM: Consulting Psychologists Press, Inc.

ADDRESS: 577 College Avenue
Palo Alto, California 94306

TEL.#: (415)326-4448

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
No one indicated - Deal direct	Distributor	Strong-Campbell Interest Inventory (Strong Vocational Interest Blank) - SVIB-SCII	

NAME OF FIRM: Council for Exceptional Children (CEC)

ADDRESS: 1920 Association Drive
Reston, Virginia 22091

TEL.#:

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED THIS AREA
No one indicated - Deal direct		No special instruments: special materials are available	

NAME OF FIRM: CTB/McGraw-Hill

ADDRESS: Del Monte Research Park
Monterey, California 93940

TEL.#:

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED I THIS AREA
Richard P. Starr, Ed.D. (212)596-6444	Test Publishers (1979 Catalog of Test Materials and Scoring Services included in folder)	1. California Achievement Tests, Forms C and D (CAT C&D) 2. Tests of Adult Basic Education (TABE) 3. Career Maturity Inventory (CMI) 4. Social and Prevocational Information Battery (SPIB)	#1 Morgan Memoria #2 Springfield School System #4 Springfield School System

NAME OF FIRM: Education Achievement Corporation

ADDRESS: P.O. Box 7310
Waco, Texas 76710

TEL.#: (817)772-7812

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
Ben F. Byrd, Jr. Education Services, Inc. 2135 68th Terrace S. St. Petersburg, FL 33712 (813)867-2475 or Educational Services, Inc. P.O. Box 7053 Tampa, Florida 33603 (813)932-1559		Picture Interest Inventory Survey (PIES)	

NAME OF FIRM: Educational Design, Inc.

ADDRESS: 47 W. 13th Street
New York, New York 10011

TEL.#: (212)255-7900

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED I THIS AREA
N^{o} one indicated Deal direct		The World of Work (multi-media, pre-vocational program)	

NAME OF FIRM: Exceptional Education

ADDRESS: P.O. Box 15308
Seattle, WA 98115

TEL.#:

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED I THIS AREA
		1. Prevocational Assessment and Curriculum Guide 2. Match-Sort-Assemble: A Prevocational Program for Handicapped Children and Adults	

NAME OF FIRM: Hester Evaluation System

ADDRESS: 120 South Ashland Blvd.
Chicago, Illinois 60607

TEL.#:

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
Sally Taylor		HESTER Evaluation System	

NAME OF FIRM: Houghton-Mifflin Co.

ADDRESS: 110 Tremont Street
Boston, MA 02107

TEL.#:

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
Test Coordinator: Joseph A. Fraulo Houghton Mifflin Co. Pennington-Hopewell Road Hopewell, New Jersey 08525 (609)466-1950	Publishers (Tests and Scoring Services Catalogue 1979 included in folder)	1. Iowa Tests of Basic Skills Primary Battery, Form 7 Multilevel Edition, Forms 7 and 8 2. Cognitive Abilities Test Primary Battery and Multilevel Edition, Form 3 3. Gates-MacGinitie Reading Tests, Second Edition 4. Gates-MacGinitie Reading Tests, First Edition 5. Stanford-Binet Intelligence Scale, Form L-M 6. Pictorial Test of Intelligence 7. Musical Aptitude Profile 8. VIESA (Vocational Interest, Experience, and Skill Assessment) 9. Career Planning Program, Grades 8-12 10. Appraisal of Occupational Aptitudes 11. Assessment of Career Development 12. Dailey Vocational Tests	

NAME OF FIRM: ICD Rehabilitation and Research Center

ADDRESS: 340 East 24th Street
New York, New York 10010

TEL.#: (212)679-0100

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
Mr. Hank Knight Prentice Hall Media RFD #2 163 Pillsbury Road Londonderry, NH 03053 (603)434-5669		1. TOWER 2. Micro-TOWER	#1, #2 Project HIRE

NAME OF FIRM: Institute for Personality and Ability Testing (IPAT)

ADDRESS: 1602 Coronado Drive
Champaign, Illinois 61820

TEL.#: (217)352-4739

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
David H. Madsen, Ph.D. Associate Director Test Services Division Institute for Personality and Ability Testing (same address as above)		1. Comprehensive Ability Battery (CAB) 2. Personal Career Development Profiles (PCDP)	

NAME OF FIRM: Jastak Associates, Inc.

ADDRESS: 1526 Gilpin Avenue
Wilmington, DE 19806

TEL.#: (302)652-4990

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED I THIS AREA
No one indicated	Services of Jastak Associates: 1. Test publishing 2. Consultant services to schools, institutions, and businesses that use or plan to use any of the Wide Range Tests. 3. Research programming + assistance in planning measurement and evaluation strategies. 4. Review of manuscripts of new psychological instruments to determine suitability for marketing and publication. (1979 Catalogue for Wide Range Tests included in folder)	1. Wide Range Achievement Test (WRAT) 2. Wide Range Interest-Opinion Test (WRIOT) 3. Wide Range Intelligence-Personality Test (WRIPT) 4. Wide Range Employment Sample Test (WREST)	#1 Morgan Memoria South Shore Rehab Lawrence CETA Project HIRE #2 Morgan Memoria Lawrence CETA

NAME OF FIRM: Lafayette Instrument Co., Inc.

ADDRESS: P.O. Box 1279
Lafayette, Indiana 47902

TEL.#:

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED I THIS AREA
Vern Davidson	Distributor	HESTER Evaluation System	

NAME OF FIRM: Military Enlistment Processing Command

ADDRESS: Attn: MEPCT
Ft. Sheridan, IL 60037

TEL.#:

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
No one indicated	Service training	Armed Services Vocational Aptitude Battery (ASVAB)	

NAME OF FIRM: Minicomp Corporation

ADDRESS: 5680 S. Syracuse Circle
Greenwood Plaza
Englewood, Colorado 80111

TEL.#: (800)525-7485

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
	Distributor	Strong-Campbell Interest Inventory (Strong Vocational Interest Blank) - SVIB-SCII	

NAME OF FIRM: National Computer Systems (NCS) Interpretive Scoring Systems

ADDRESS: 4401 West 76th Street
Minneapolis, MN 55435

TEL.#:

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED THIS AREA
David Carpenter 606 Watertown Street Newton, MA 02160	A Scoring Agency and a Distributor	1. Interest Determination, Exploration, and Assessment System (IDEAS) 2. SEEK 3. Strong-Campbell Interest Inventory (SCII) 4. Career Assessment Inventory (CAI) 5. Temperament and Values Inventory (TVI) 6. Word and Number Assessment Inventory (WNAI)	

NAME OF FIRM: Ohio State University

ADDRESS: Mental Retardation Training Program
Columbus, Ohio 43210

TEL.#:

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
. J. Parnicky hio State University same address as above)		Vocational Interest and Sophistication Assessment (VISA)	

NAME OF FIRM: Pleasantville Educational Supply Corp. (PESCO)

ADDRESS: 21 Paulding Street
Pleasantville, New York 10570

TEL.#: (914)769-4266

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
	Distributor of educational materials and instruments	1. JEVS 2. TAP 3. McCarron-Dial 4. Project Discovery 5. VALPAR 6. VIEWS 7. VITAS	Morgan Memoria has all of the except #2 and #7. #1 Project Hire #2 Nearest site is Baltimore, MD but widespread in midwest #3 South Shore Collaborativ Wrentham State School #4, #5 Wrentham Stat School South Shore Rehab Project HIRE #6 Wrentham Statc Schoc Worcester Scho Syste

NAME OF FIRM: PREP Inc.

ADDRESS: 1575 Parkway Avenue
Trenton, NJ 08628

TEL.#: (609)882-2668

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED THIS AREA
		1. COATS (Comprehensive Occupational Assessment and Training System) 2. ACE (Assessment for Career Education)	#1 Module, Inc. New Bedford C Worcester School System (interests)

NAME OF FIRM: Psychological Corporation

ADDRESS: 757 Third Avenue
New York, New York 10017

TEL.#: (212)888-3495

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
John J. Ahern Educational and Psychological Corporation 19 Parkway Woburn, MA 01801 (617)933-1373		1. DAT Career Planning Program: Differential Aptitude Tests (DAT/CPP) 2. Ohio Vocational Interest Survey (OVIS) 3. San Francisco Vocational Competency Scale 4. Crawford Small Parts 5. Bennett Hand Tool Dexterity	#4 + #5 Lawrence CETA-Newburyport Morgan Memorial Springfield School System Worcester School System

NAME OF FIRM: Scholastic Testing Service

ADDRESS: 480 Meyer Road
Bensenville, IL 60106

TEL.#:

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
	Scoring and distribution	1. Career Awareness Inventor	

NAME OF FIRM: Science Research Associates

ADDRESS: 259 East Erie Street
Chicago, IL 60611

TEL.#:

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
		1. Survey of Interpersonal Values 2. Survey of Personal Values 3. SRA Pictorial Reasoning Test 4. Flanagan Aptitude Classification Tests (FACT)	#3 Project HIRE

NAME OF FIRM: Singer Education Division

ADDRESS: c/o Career Systems
80 Commerce Drive
Rochester, NY 14623

TEL.#: (716)334-8080

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
James P. Reynolds Associated Educational Consultants, Inc. 39 Revere Parkway Pittsfield, MA 01201		SINGER Vocational Evaluation System	1, Morgan Memorial, Inc. 95 Berkeley St Boston, MA 02116 2. Sargeant Carne Academy 91 Summer St. New Bedford, MA 3.. Springfield School System

NAME OF FIRM: Southwest Iowa Learning Resources Center

ADDRESS: 401 Reed Street
Red Oak, Iowa 51566

TEL.#: (712)623-4913

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
hilip A. Olive ational Dissemination Director		Project Discovery	Morgan Memorial

NAME OF FIRM: Valpar Corporation

ADDRESS: Work Sample Manufacturing Division
3801 East 34th Street, Suite 105
Tucson, Arizona 85713

TEL.#: (602)790-7141

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED THIS AREA
Barbara A. West (same address as above)	1. Training + research 2. Work sample manufacturing 3. Rehabilitation services N.B. Valpar distributed through PESCO in this area	VALPAR Component Work Sample Series	EXTENSIVE: (see listing in Valpar Corp. folder

NAME OF FIRM: Vocational Psychology Research

ADDRESS: Elliott Hall
University of Minnesota
Minneapolis, MN 55455

TEL.#: (612)376-7377

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED I THIS AREA
George A. Henly Research Assistant Vocational Psychology Research (same address) (612)376-7377 1-3 p.m. Monday thru Friday	University-based research group	Minnesota Importance Questionnaire (MIQ)	1. Mass. Rehabilitati Commission (2464 Mass. Avenue, Cambridge) 2. Mass. Rehabilitati Commission (1431 Hancoc Street, Quincy) 3. Gary Gomes CETA Fall River 4. Module, Inc. 83 Pleasant Street Worcester, 01608 5. Project Frie Inc. 440 Plain St Marshfield

NAME OF FIRM: Vocational Research Institute

ADDRESS: Jewish Employment and Vocational Service
1624 Locust Street
Philadelphia, PA 19103

TEL.#: (215)893-5900

CONTACT PERSON	ORGANIZATION'S FUNCTION	KEY INSTRUMENTS/ SYSTEMS	WHERE USED IN THIS AREA
		1. JEVS Work Samples Battery 2. VIEWS (Vocational Information and Evaluation Work Samples) 3. VITAS (Vocational Interest, Temperament, and Aptitude System) N.B. Distributed through PESC in this area	(See PESCO)

SECTION IV

PROGRAMS IN OPERATION

SECTION IV
PROGRAMS IN OPERATION

This section references organizations (schools, human service agencies, etc.) which have implemented vocational assessment systems and/or are using various assessment tools. Some organizations such as Morgan Memorial are concerned primarily with people with specific handicapping conditions. Others such as CETA are concerned with general vocational assessment needs with a special interest in serving disadvantaged and disabled clients. As is evident from the list, few school systems have implemented comprehensive models of vocational assessment for special needs students. Two models supported by Bureau of Education for the Handicapped (BEH/USOE) are available for observation. The sites are Westbury, New York, and Portland, Connecticut. Closer to home, two models are being developed; one is in the Springfield School System, and the other, in which Charlie Robinson is involved, is in the Worcester School System. The merging of rehabilitation and special education perspectives in the school environment remains an ongoing challenge for this project.

Much can be learned from observing programs in action and speaking with individuals who have gained experience in the vocational assessment field. Therefore, included with the program listings in subsection A is a listing of key individuals from a variety of organizations. These are persons who possess specific insights regarding issues in the vocational assessment of special needs students. The summary sheets in subsection B indicate the location of the organization, the name of the key contact person, the purpose of the organization, the assessment approaches used, results and preferences of the program staff, and general comments. Some organizations were visited directly; others have not been visited but are listed as potential locations for direct observation.

Additional information for some organizations is contained in folders in subsection C.

PROGRAMS IN OPERATION

Assumption College, Social Rehalitation Dept., Worcester, Massachusetts
(X) The Barber Center, Erie, Pennsylvania
Boston School System, Madison Park High School, Boston, Massachusetts
Keefe Vocational Technical School, Framingham, Massachusetts
(X) Lawrence CETA Subgrantee - Lawrence, Haverhill, Newburyport (Massachusetts)
(X) Lawrence Rehabilitation Services Center, Lawrence, Massachusetts
Module, Inc., Peabody, Massachusetts
(X) Morgan Memorial Goodwill Industries, Boston, Massachusetts
New Bedford CETA, New Bedford, Massachusetts
New Hampshire State Vocational Rehabilitation Center, Manchester, New Hampshire
(X) Norwood CETA Consortium, Norwood, Massachusetts
Portland School System, Portland, Connecticut
(X) Project Hire - Vocational Rehabilitation Facility, Norwood, Massachusetts
Project Triangle, Malden, Massachusetts
Salem CETA, Peabody, Massachusetts
Salisbury Center, Westbury, New York
South Shore Collaborative - Project Prepare, Weymouth, Massachusetts
(X) South Shore Rehabilitation Center, Quincy, Massachusetts
Springfield School System, Springfield, Massachusetts
Worcester School System, South High Community School, Worcester, Massachusetts
Work Activities Workshop, Haverhill, Massachusetts
Wrentham State School, Walpole, Massachusetts

KEY INDIVIDUALS

Name	Affiliation	Telephone
Len Albright	Rutgers University	
David Baxter	New Bedford CETA	999-3161
John Brady	Lawrence CETA Subgrantee Newburyport Office	462-3126
~~Dan Donahue~~	~~Alpha~~	~~881-2544~~
Harvey Evans	Mass. Rehabilitation Commission	727-2120
Lynn Honeck	Wrentham State School	384-3114
Bill Kiernan	Childrens Hospital	734-6000
Fran LaCerte	Lawrence CETA Subgrantee Haverhill Office	375-5631
Jane McCarthy	Lawrence Rehabilitation Services Center	
Rayma Mui	Morgan Memorial Goodwill Industries	357-9710
Paula Perkins	Module, Inc.	
George Peterson	New Hampshire State Vocational Rehabilitation Center	(603)668-2640
Edward Pflueger	Project Hire Norwood	769-1470
Cliff Reed	Occupational Education/State Dept.	
Jim Rice	Keefe Vocational Technical School	
Charlie Robinson	Assumption College	752-5615
John Schlichte	Worcester School System South High Community School	757-0536
Lorraine Selsor	Morgan Memorial Goodwill Industries	357-9710
John Slazinski	Springfield School System	(413)733-3001

Name	Affiliation	Telephone
Larry Vaughn	Network	470-1080
Larry Warnock	Mass. Rehabilitation Commission	727-2194
Jean Welsh	South Shore Rehabilitation Center Quincy	328-0300
Bill Wilson State Plan Officer	Bureau of Education for the Handicapped U.S. Office of Education	
Diane Wimmer	Boston University	965-2598
Steve Zippin	Project Hire Norwood	769-1470

Programs in Operation:

Summaries

NAME OF ORGANIZATION: Assumption College, Social Rehabilitation Dept.

ADDRESS: Worcester, Massachusetts

TEL. #: 752-5615

NAME OF CONTACT PERSON(s): Charles Robinson

(telephone interview)

PURPOSE OF ORGANIZATION: Social Rehab Dept. has funds for developing school-based vocational assessment models. Robinson is trying to adapt the rehab model to the school system in Worcester.

PROCESS BY WHICH SERVICE IS RENDERED: Under development - did not specify.

ASSESSMENT APPROACHES AND INSTRUMENTS: Robinson starts with a trait factor approach in which the characteristics of jobs are matched with the characteristics of individuals. Assumes can't measure all traits of both, so attempts to measure most common factors of each, then rely on trained, competent evaluator to provide balance to the model by detecting and adjusting for discrepancies. Measurement of traits should involve a variety of instruments chosen for individual needs - pencil + paper to situation assessment.

RESULTS, PREFERENCES, etc.: Robinson's experiences lead him to conclude

(1) No ongoing vocational assessment models exist in schools in this area.

(2) Rehab has never successfully adapted its model to school systems.

(over)

GENERAL COMMENTS:

Charlie Robinson is a good resource person who may be available for future workshops and whose projects should be observed as the Asabet/Blackstone model develops.

RESULTS, PREFERENCES, etc.:

(3) Small ratios of evaluators to students are necessary.

(4) The "quality of the evaluator" role is the most critical factor in the model.

(5) No one vocational assessment system or group of instruments is best, but a large inventory should be available to shape assessment around individual needs.

(6) Clients should be actively involved in the decision making process. (He doubts that schools will allow students this role.)

NAME OF ORGANIZATION: The Barber Center

ADDRESS: 136 East Avenue
Erie, Pennsylvania TEL. #:

NAME OF CONTACT PERSON(s): Gertrude A. Barber, Ed.D.

PURPOSE OF ORGANIZATION: To provide planning, programming, and assessment of developmentally impaired individuals, primarily physically handicapped (e.g. cerebral palsied); teenagers and adults primarily; in existence 25 years.

PROCESS BY WHICH SERVICE IS RENDERED: Rehabilitation oriented; sheltered workshops.

ASSESSMENT APPROACHES AND INSTRUMENTS: Believe "existing evaluation instruments do not seem to provide a comprehensive approach to assess handicapped individuals," so use own materials:

DALE: Developmental Assessment of Life Experiences

SEWEP: Sheltered Employment Work Experience

CEAI: Continuing Education Assessment Inventory

These may be used with all types of disabled persons.

RESULTS, PREFERENCES, etc.:

Have marketed their instruments to numerous agencies around country, including Perkins School for the Blind, Watertown, MA; Mass. Dept. of Mental Health, Boston, MA; Belchertown State School, Belchertown, MA.

GENERAL COMMENTS:

Barber approach takes into account prevocational skills and includes a lot of task inventory analysis and charting in actual work situations. May be helpful approach in classroom (see folder for brochures on Barber approach).

NAME OF ORGANIZATION: Boston School System, Madison Park High School

ADDRESS: ____________________

____________________ TEL. #: ____________________

NAME OF CONTACT PERSON(s): Tom Hehir

726-6262

PURPOSE OF ORGANIZATION:

PROCESS BY WHICH SERVICE IS RENDERED:

ASSESSMENT APPROACHES AND INSTRUMENTS:

RESULTS, PREFERENCES, etc.:

GENERAL COMMENTS: Madison Park High School ordered some Valpar work samples. They are presently developing an assessment approach for special needs which should bear some watching in the next few months, because of the creation of a new occupational resource center for the Boston system.

NAME OF ORGANIZATION: Keefe Vocational Technical School

ADDRESS:

TEL. #: 879-5400

NAME OF CONTACT PERSON(s): Jim Rice

PURPOSE OF ORGANIZATION: Regional Vocational/Technical School like Asabet and Blackstone.

PROCESS BY WHICH SERVICE IS RENDERED:

ASSESSMENT APPROACHES AND INSTRUMENTS: Developing situation assessments - No formal testing or work sample instruments in use.

RESULTS, PREFERENCES, etc.:

GENERAL COMMENTS: Seems to represent state of the art in Massachusetts Vocational/Technical schools.

NAME OF ORGANIZATION: Lawrence CETA Subgrantee

ADDRESS: Marston Street, Lawrence, Massachusetts

TEL. #: Haverhill intake office:375-563

NAME OF CONTACT PERSON(s): Vic Petzy, Ph.D. Consultant to CETA for Development of Vocational Assessment System, (324-6285) - or Fran LaCerte, Haverhill Intake Office (375-5631)- or John Brady, Newburyport Office (462-3126)

PURPOSE OF ORGANIZATION:

Federal agency providing transitional employment and training.

PROCESS BY WHICH SERVICE IS RENDERED:

For four years Lawrence CETA has subcontracted to Module Inc. for assessment services. Administration feels it is too expensive, leads to discontinuity in client service. Now implementing in-house comprehensive system to replace Module referrals.

ASSESSMENT APPROACHES AND INSTRUMENTS: Career guidance and exploration are emphasized in Phases I and II of system with inventory of tests and work samples available for in-depth testing in Phase III, if necessary Will be using wide variety of instruments including tests for non-readers, limited English-speaking. Developing situation assessments, local work samples to supplement Valpar #5, #6, 10, 12, 15. Among the instruments which will be used are the WRIOT, Bennett Hand Tool, Crawford Small Parts. See folder for full listing.

RESULTS, PREFERENCES, etc.:

Too early to tell.

GENERAL COMMENTS: Good site to watch for use of tests for non-readers, Valpar units, situation assessment and career guidance component. Fran LaCerte and John Brady are excellent resource people. Fran has a good background in special ed/work samples, and John has extensive experience in psychometrics. They are currently cross-validating a number of instruments in their inventory and systematically collecting information on CETA clients who pass through their assessment system.

NAME OF ORGANIZATION: Lawrence Rehabilitation Services Center

ADDRESS: 34 Haverhill Street, Lawrence, Mass. 01841

TEL. #: 617-685-2151

NAME OF CONTACT PERSON(s): Jane McCarthy, Assessment Unit Director

Thomas Conners, Board of Directors

PURPOSE OF ORGANIZATION: The LRSC is both a vocational skills center and training school with 10 years experience serving special needs clients. Much of the service is directed to physically and mentally handicapped and chronically unemployed. LRSC serves adults as well as students referred by area school systems.

PROCESS BY WHICH SERVICE IS RENDERED: A typical rehab model is followed in which an orientation meeting is followed by the implementation of an individual assessment plan aimed at collecting information about a variety of factors: interests, academic skills, dexterity, etc. A detailed report is compiled and recommendations listed regarding program or job placement.

ASSESSMENT APPROACHES AND INSTRUMENTS:

A variety of assessment tools are available for use in shaping an individual program. Valpar work samples are used as well as some locally developed samples.

RESULTS, PREFERENCES, etc.:

GENERAL COMMENTS:

LRSC provides the typical assessment services of a community-based rehab center. No features stand out as being significantly different from Goodwill or South Shore except that it is housed in small facility and has fewer resources. Ms. McCarthy indicated that she would share her experiences in administering various tests.

See folder for lists of instruments used at LRSC as well as a description of the assessment process.

NAME OF ORGANIZATION: Module, Inc.

ADDRESS: 7 Andover Street (Route 114)

Peabody, MA 01960 TEL. #: 1-531-0369

NAME OF CONTACT PERSON(s): Pat O'Neil, Executive Director

Paula Perkins, Director of Evaluation Services, Lawrence office

PURPOSE OF ORGANIZATION: Have been major subcontractor for assessment services with CETA organizations in Lawrence, Salem, Taunton

PROCESS BY WHICH SERVICE IS RENDERED: Clients are referred from CETA. Tests are administered, scored, interpreted, and results sent back to agency. Turnaround time depends on client needs, but often up to one week. Interest inventory 3-4 weeks.

ASSESSMENT APPROACHES AND INSTRUMENTS: Module makes extensive use of the COATS system - 10 occupational-based work samples; Job Match (AV format) for measuring interest levels; Living Skills - applied skills such as letter writing, payroll tasks, etc. (AV format - clients answer task requests); Attitudes (also AV) measure awareness levels by asking clients to respond to situations.

RESULTS, PREFERENCES, etc.: Job Match is machine scored, often takes 3 weeks to get results. Module is happy with results of various AV oriented activities and work samples.

GENERAL COMMENTS: If considering COATS, Module has much experience with its instrumentation. Their experience in learning environments is limited though.

NAME OF ORGANIZATION: Morgan Memorial Goodwill Industries

ADDRESS: 95 Berkeley Street
Boston, MA

TEL. #: 357-9710 X322

NAME OF CONTACT PERSON(s): Rayma Mui, Director, Vocational Assessment Unit
Lorraine Selsor, Public Relations Director

PURPOSE OF ORGANIZATION: Servicing moderately to severely handicapped adults in sheltered workshop setting; also taking 766 referrals from school systems. Rehab orientation.

PROCESS BY WHICH SERVICE IS RENDERED: Provide individual assessment plan per individual; assess various traits, make recommendations on placement either in own setting or outside setting.

ASSESSMENT APPROACHES AND INSTRUMENTS: Have a vast inventory of vocational systems including Valpar, JEVS, McCarron-Dial, Project Discovery, and Singer, plus numerous psychometric tests for measuring specific vocational skills (e.g. dexterity), interests, academic aptitudes. Instruments are chosen to collect information about specific traits starting with psychometric tests, then work samples.

RESULTS, PREFERENCES, etc.: Because of quick turn-around needs, the exploratory systems such as Project Discovery are not used much. Several work samples and tests have been used most often. Ms. Mui has personal views on various instruments she uses regularly.

GENERAL COMMENTS: This site is an excellent resource for viewing most vocational assessment systems. General orientations are provided by staff members by appointment.

See folder for lists of instruments used at Morgan Memorial.

NAME OF ORGANIZATION: New Bedford CETA

ADDRESS:

TEL. #: 999-3161

NAME OF CONTACT PERSON(s): David Baxter, Director of Evaluation Services

PURPOSE OF ORGANIZATION: Similar CETA purpose as Lawrence, Salem, etc.

PROCESS BY WHICH SERVICE IS RENDERED: In-depth in-erviews, work samples, referrals

ASSESSMENT APPROACHES AND INSTRUMENTS: Have used several COATS work samples. Just developing a comprehensive system.

RESULTS, PREFERENCES, etc.: Evaluators reported that AV equipment in COATS often distorted true abilities of client, i.e. difficulties with operation of AV equipment caused anxiety, misspent time. COATS best used as exploratory vehicle.

GENERAL COMMENTS: Ahead of some CETAs, but not very far advanced. Have training units in same building but not considering situation assessment. Good experience with COATS. David Baxter is a thoughtful person with much client-oriented experience.

NAME OF ORGANIZATION: New Hampshire State Vocational Rehabilitation Center

ADDRESS: Manchester, New Hampshire

TEL. #: (603)668-2640

NAME OF CONTACT PERSON(s): George Peterson

PURPOSE OF ORGANIZATION:

PROCESS BY WHICH SERVICE IS RENDERED:

ASSESSMENT APPROACHES AND INSTRUMENTS:
Comprehensive approach; uses a combination of instruments.

RESULTS, PREFERENCES, etc.:

GENERAL COMMENTS: Chose not to visit because facility appears to follow a typical rehab model, available for observation at sites closer to project. Peterson appears to be a good resource person.

NAME OF ORGANIZATION: Norwood CETA Consortium

ADDRESS: Post Office Box 740
Norwood, MA 02062
TEL. #: 769-4120

NAME OF CONTACT PERSON(s): Laura Whitkin, Career Development Center Manager

Marie Rock, Director of Evaluation

PURPOSE OF ORGANIZATION: Federal agency providing transitional employment and training. Responding to recent emphasis on vocational assessment, Norwood provides "screening and assessment" prior to referrals to training programs or jobs.

PROCESS BY WHICH SERVICE IS RENDERED: A Career Development Center provides counselling in which information is obtained by client before testing or goal setting. Norwood uses New England Occupational Information System computer terminal. Ongoing career counselling is provided for clients after they enter programs; goal is to match interests, work experience, aptitudes, and skills with appropriate program.

ASSESSMENT APPROACHES AND INSTRUMENTS: Collect information that will enhance the match. Strong on counselling, pencil + paper tests; no work samples or situation assessment.

RESULTS, PREFERENCES, etc.: Clients reported responding to career development orientation - but still a new process.

GENERAL COMMENTS: May be good reference for process which is theoretically based in career development as opposed to testing for traits. See folder for tests.

Project Name

Experience-Based Career Education for the Handicapped

Contact Information

George Culp, Director
Experience-Based Career Education
for the Handicapped
Portland Board of Education
264 Main Street
P.O. Box 231
Portland, Connecticut 06480
(203) 342-1720
342-1990

Characteristics

Handicapping Condition(s):

Educably mentally retarded, mildly emotionally disturbed, hearing and visually handicapped, orthopedically handicapped

Level:

Secondary

Setting:

Suburban

Funded until:

August 31, 1981

Project Summary

The Portland, Connecticut Public School system is developing a model program designed to meet the career education needs of handicapped secondary students. The program is an adaptation of a JDRP-validated exemplary program known as *Experience-Based Career Education* (EBCE) for regular secondary school students.

Program features include revision of EBCE materials for handicapped students (combining the documentation features of EBCE with those of the IEP process, revision of the existing site analysis process to accommodate handicapping conditions, building on an existing regional dissemination network, and utilizing a carefully-structured evaluation process. Program activities cycle consecutively through design, development, pilot implementation, demonstration, dissemination, and replication.

NAME OF ORGANIZATION: Project Hire - Vocational Rehabilitation Facility

ADDRESS: Norfolk Mental Health Association

59 Davis Avenue, Norwood, MA 02062 TEL. #: 769-1470

NAME OF CONTACT PERSON(s): Steve Zippin, Director, Project Director

Edward L. Pfluger, Ph.D., Director of Evaluation Services

PURPOSE OF ORGANIZATION: Project Hire has a comprehensive Diagnostic Vocational Evaluation Center which provides vocational assessment for a wide range of disability groups. A subunit of the parent organization Norfolk Mental Health Association, Project Hire has been in existence for 1½ years.

PROCESS BY WHICH SERVICE IS RENDERED: Service is provided for adults as well as students referred from area high schools. Data on school officia observations, medical-psychological tests are required upfront. A Projec Hire interest checklist issued in the initial interview. Evaluation proce takes four days during which evaluators observe and interact with clients in simulated work situations. A conference is held at the end of the evaluation period to summarize data and plan alternative vocational (over

ASSESSMENT APPROACHES AND INSTRUMENTS:

The primary objective of this program is to appraise a client's ability to function as a productive person. Assessment evolves in relation to a client's performance on a wide variety of D.O.T.-related work samples (50-55). Vocational skills, work habits, and attitudes, as well as interests are assessed in various work situations. Tests for academic skills - reading/comprehension, computational and reasoning skills - are also introduced. Career planning sessions are held on the fourth day to teach clients how to use the D.O.T. Work samples include Valpar, Tower, JEVS.

RESULTS, PREFERENCES, etc.:

Staff believes their approach will provide the "probable ultimate level of employability of the given individual." Project now conducting a follow-up study to determine if recommendations were followed.

GENERAL COMMENTS: Good site to observe work sample utilization and ways in which assessment methods are articulated with job-related factors. Short-term turnaround in relation to program continuity for secondary students is questionable.

See folder for thorough description of Project Hire program and listing of instruments.

PROCESS BY WHICH SERVICE IS RENDERED (continued):

objectives based on the assessment information.

NAME OF ORGANIZATION: Project Triangle

ADDRESS: Boston, Mass.

TEL. #:

NAME OF CONTACT PERSON(s):

PURPOSE OF ORGANIZATION:

PROCESS BY WHICH SERVICE IS RENDERED:

ASSESSMENT APPROACHES AND INSTRUMENTS:

[illegible]

RESULTS, PREFERENCES, etc.:

GENERAL COMMENTS:

[illegible] community group – [illegible]

[illegible]

NAME OF ORGANIZATION: Salem CETA

ADDRESS: 29 Highland Avenue
Salem, Massachusetts TEL. #: 745-9280

NAME OF CONTACT PERSON(s): Sandra Foland, Director

PURPOSE OF ORGANIZATION: Federal agency providing transitional employment and training; one of many CETA agencies increasing assessment efforts prior to program placement. Just started with general clients. Will have to serve handicapped in future.

PROCESS BY WHICH SERVICE IS RENDERED: Aptitude and interests tests administered before referrals to training programs, classroom, and on-the-job.

ASSESSMENT APPROACHES AND INSTRUMENTS: Use D.A.T. Differential Aptitude Tests and TABE (Test of Adult Basic Education), and/or CAI (Career Assessment Inventory). Salem has a whole set of Valpar units not being used. Crawford Pins and Collars also used. Criteria for programs are matched against these tests.

RESULTS, PREFERENCES, etc.: Program new last spring.

GENERAL COMMENTS: Not much. May be good reference for checking out predictive ability of tests if follow-up data is available.

·SALISBURY CENTER, Westbury, New York ·

Project Name

A Demonstration Model for A Community Based Program of Life Adjustment and Employment Preparation for Special Education Students

Contact Information

Aaron Shaeffer
Handicapped Childrens' Model Program
Divisions of Special Education/
Occupational Education
Salisbury Center
Valentines Road and the Plains Road
Westbury, New York 11590
(516) 997-8700 Ext. 390

Characteristics

Handicapping Condition(s):

All

Level:

Secondary, post-secondary

Setting:

Suburban

Funded until:

August 31, 1981

Project Summary

The Westbury, New York model program consists of a continuum of services designed to serve various levels and abilities of secondary handicapped students. *A Life Skills Practicum* centering on social adaptation skills in a community exploration format is being designed for ten to fifteen multiply-handicapped students ages 15-21. A *Work Practicum Component* is designed for a population with a higher functioning potential and focuses on career development and personal growth within supervised, unsalaried, on the job training internships in various public service agencies. Students are provided with experiences that bridge the gap between the school and the community by using the community as a learning laboratory. Students with appropriate abilities are mainstreamed in regular occupational education programs. *A Supervised Industry Based Employment and Training Component* is designed for the handicapped student capable of being mainstreamed and exhibiting potential for independent employment. Students participate in a full-day program that includes occupational readiness and skills assessment, career exploration, multi-occupational exploration, hands-on occupational experience, employability preparation and job-seeking and keeping skills. This program culminates in supervised salaried employment in industry.

NAME OF ORGANIZATION: South Shore Collaborative

ADDRESS:

TEL. #: 337-5515

NAME OF CONTACT PERSON(s): Ron Vorel, Vocational Coordinator

PURPOSE OF ORGANIZATION: Project Prepare was funded under 94-482 monies to service Hull, Scituate, Cohasset. This year, the project has expanded to include all cities and towns served by the collaborative: Quincy, BRAINTREE Weymouth, Hingham. Students are high-school level, moderately handicapped Project Prepare provides assessment, prevocational skill training, and wor experience.

PROCESS BY WHICH SERVICE IS RENDERED: Referrals from sender schools are assessed at So. Shore Collaborative or i situations in community. Work experiences or in-school contractual work are assigned; follow-up assessments are provided. Programs at sender schools complement students' experiences in program.

ASSESSMENT APPROACHES AND INSTRUMENTS: Mr. Vorel uses the McCarron Dial system for diagnostic purposes plus the Bennett Hand Tool. He has developed some of his own work samples using Stout guidelines, and has also developed work samples based on work experience sites (e.g. bagger, Stop & Shop). Several situation assessments have been developed through cooperative efforts with employers.

RESULTS, PREFERENCES, etc.: McCarron Dial scores show a lot of variance relative to real performances of students. Best results have been in situations created with employers on site.

GENERAL COMMENTS: A good program to watch evolve. Seems to be doing some unique school-based things toward blending the rehab, special ed needs.

NAME OF ORGANIZATION: South Shore Rehabilitation Center

ADDRESS: 3 Arlington Street, North Quincy, Massachusetts

TEL. #:

NAME OF CONTACT PERSON(s): Jean Welsh, Vocational Evaluator

PURPOSE OF ORGANIZATION: (from brochure) "...to assist handicapped people in developing an increased sense of dignity and self worth. Through its vocational, residential, and education programs, the Center moves toward this goal by training each individual in work, daily living, and social skills so that as many as possible may live satisfactory independent lives (over)

PROCESS BY WHICH SERVICE IS RENDERED:

Serves 400 people, primarily adults. 60 person staff provides evaluation, work adjustment training in sheltered workshops, and job placement. Clien are placed in real work situations as soon as possible, then situation assessments yield data in interests, sensory/motor abilities, behavior/ aptitudes and attitudes. Observations of client responses to instructions (over)

ASSESSMENT APPROACHES AND INSTRUMENTS:

Ms. Welsh has developed her own behavior observation checklist which she is copyrighting. She also uses several Valpar work samples - #1 (small tools), #8 (assembly), #9 (upper range), #12 (soldering), #15 (electronics usually because she cannot simulate some specific experiences. She also uses: for Interests, the WRIOT (but not good with individuals with limited experiences), Strong-Campbell; Dept of Labor Checklist, Holland Vocational Preference. For dexterity and perception: Minnesota Spatial Relations For Board, Minnesota Rate of Manipulation, Pennsylvania Bi-manual Work Sample, Crawford Small Parts. On physical tests: A ladder climb, weights, standar eye tests, color discrimination test. Ms. Welsh also uses the McCarron Dial assessment system.

RESULTS, PREFERENCES, etc.:

Most success has been found with situation assessments, ones in which clients are actively involved in production.

GENERAL COMMENTS: Mrs. Welsh is an excellent resource person, with a vast amount of rehab experience and a strong concern for vocational assessment in the schools.

PURPOSE OF ORGANIZATION (continued):

in their communities. The Center has several programs, including (a) prevocational training services for severely handicapped persons, (b) extended employment, (c) residential services, (d) career education services. Subcontract work forms a large part of the programs.

PROCESS BY WHICH SERVICE IS RENDERED (continued):

are critical, e.g. attention to task. Tests may be used to supplement these findings. A plan is then developed indicating (a) individual vocational goals, (b) behaviors to be remediated, (c) skills areas to be developed, by what means, to what level, and by whom, (d) work assignments, (e) persons who will provide services.

NAME OF ORGANIZATION: Springfield School System

ADDRESS: Job Entry Training Activity Program (JESTAP) located at
Acushnet Avenue School, 11 Acushnet
Avenue, Springfield, MA 01105 TEL. #: 413-733-3001

NAME OF CONTACT PERSON(s): John Slazinski, Coordinator

PURPOSE OF ORGANIZATION: Project in existence three years serving all of the system's special education students 7-12. Supplements ongoing counselling assessment placement program.

PROCESS BY WHICH SERVICE IS RENDERED: Students are referred to program from city schools. After assessment services, students enter one of five career clusters: general business, allied health (in cooperation with area hospital), food service, building + grounds and motor maintenance, and electronics and mechanical bench work.

ASSESSMENT APPROACHES AND INSTRUMENTS: Have used Singer for variety of purposes, e.g. traits, interests. Valpar just arrived, all units plus #17 (1st school in area). Doing some situational assessment. Have used Stout materials to make own work samples. Also use TABE (Test of Adult Basic Education), Purdue Pegboard, Crawford Small Parts, Pennsylvania Bi-Manual, Bennett Hand Tool, Stromberg Dexterity, Minnesota Rate of Manipulation Test, Minnesota Spatial Relations Test, Becker Reading-Free Vocational Interest Inventory.

RESULTS, PREFERENCES, etc.: On reviewing work samples, Mr. Slazinski rejected VIEWS in favor of VALPAR - a better format for training. Singer has very limited use, little "hard data", mostly exploratory. TOWER inappropriate for Springfield populations.

GENERAL COMMENTS: Program sounds promising. John is open to site visit, was very open in sharing information about his experiences. Also very frank about the limitations of his program, e.g. need to eliminate sex stereotyping from interest inventories.
Valpar #17 worth watching since it's new on market.

NAME OF ORGANIZATION: Worcester School System

ADDRESS: South High Community School

TEL. #: 757-0536

NAME OF CONTACT PERSON(s): John Schlichte

PURPOSE OF ORGANIZATION: Comprehensive new high school designed especiall to serve special needs. Developing an assessment package for 130 low-functioning students, some physically disabled, for placement in programs.

PROCESS BY WHICH SERVICE IS RENDERED: Prior to placement in food service, general shop, prevocational shop with subcontracted work, students are assessed - for specific traits. Still evolving. (Not much else offered).

ASSESSMENT APPROACHES AND INSTRUMENTS: Have VIEWS, some own work samples, and have ordered VALPAR units. Working with Charlie Robinson to implement model.

RESULTS, PREFERENCES, etc.:

Too new to tell.

GENERAL COMMENTS:

Good site to keep an eye on as assessment model is developed. (This is the site in which Charlie Robinson is involved.)

NAME OF ORGANIZATION: Work Activities Workshop

ADDRESS: 69 Washington Street, Haverhill, Massachusetts

TEL. #: 374-9122

NAME OF CONTACT PERSON(s): Oliver David, Executive Director

PURPOSE OF ORGANIZATION: Rehab orientation providing sheltered workshop and a prevocational program for moderately handicapped and a day activitie program for severely retarded persons. Serve emotionally disturbed and physically handicapped as well as retarded persons.

PROCESS BY WHICH SERVICE IS RENDERED: Typical rehab process - traits oriented.

ASSESSMENT APPROACHES AND INSTRUMENTS:

Becker Non-Reading Vocational Interest Inventory
Kuder Preference Record Form C
Work Samples: some locally developed (mail sorting, custodial), others Valpar, #5, 6, 9, 14; VIEWS
Also use situational assessments

RESULTS, PREFERENCES, etc.: Use of above instruments has been successful. Stout guidelines proved useful in developing local work samples.

GENERAL COMMENTS: Good site for local work sample experience. Fran LaCerte at CETA-Haverhill good contact (used to work at the Activities Workshop).

NAME OF ORGANIZATION: Wrentham State School

ADDRESS: Walpole, Massachusetts

TEL. #: 384-3114

NAME OF CONTACT PERSON(s): Lynn L. Honeck, Director of Evaluation Services

PURPOSE OF ORGANIZATION: Wrentham is a residential school for moderately to severely retarded adults. Vocational education is provided via two programs to which students are assigned after assessment: (1) prevocational program-simulated work activities; (2) a workshop which allows for differen levels of performance: basic work skills, advanced work skills, and transitional work skills.

PROCESS BY WHICH SERVICE IS RENDERED:

Students are given a thorough assessment using the McCarron Dial system, a variety of work samples, and a number of psychometric tests. They are then assigned to a program based on the information collected.

ASSESSMENT APPROACHES AND INSTRUMENTS: Ms. Honeck uses three evaluation systems: McCarron Dial, VIEWS, and VALPAR. The following are some of the additional instruments which are used: California Occupational Preference Test, California Aptitudes Test; WRIOT; Holland Self Directed Services.

RESULTS, PREFERENCES, etc.: Ms. Honeck's program is newly developed. While she has had positive experiences at Goodwill (Boston) using the work samples she has available, she has not had enough time to judge their effectiveness at Wrentham.

GENERAL COMMENTS: Ms. Honeck has had a lot of experience with work samples and would welcome inquiries of her work. For her students, she feels the TOWER, SINGER, and Project Discovery systems are at too high a functional level, which is why she chose VALPAR and VIEWS (i.e. non-reading aspects).

NAME OF ORGANIZATION: Wrentham State School

ADDRESS: Walpole, Massachusetts

TEL. #: 384-3114

NAME OF CONTACT PERSON(s): Lynn L. Honeck, Director of Evaluation Services

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